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This bulletin on the subject of "good teaching," designed for the use of the classroom teacher in improving and understanding teaching, contains in part one excerpts from the writings of poets, educators, philosophers, researchers, and other outstanding individuals exposing their various viewpoints on the objectives of teaching; and the responses of parents, children, and teachers from three states to interviews which show an awareness of the importance of interpersonal relationships, parent teacher cooperation, and teacher interest in the student. Part two examines the unique qualities (personal and individual) of human learning, the psychological processes of learning (curiosity and discovery), several characteristics of effective teachers (manifestation of affection, interest, and understanding) which will promote learning, and the influences of the learning environment. Part three discusses considerations involved in the evaluation of teaching specifically related to helping the teacher evaluate the child and himself as a teacher. (SM)

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THE EVALUATION OF TEACHING

SP002811

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PART ONE. WHAT IS GOOD TEACHING?

Chapter 1. INTRODUCTION

This question has challenged thinkers throughout the ages and has furnished matter for sleepless nights for a multitude of teachers. When the day has been marred by Dan's quarrelsomeness, Mary's aggressiveness, Louise's indolence, Phil's strongminded prejudice, what teacher has not been jolted into awareness in the dark hours of the night by the shadowy, formless specter of doubt asking if it was not she rather than they who had failed. Neither sleep nor answer follows; only vague wonder and unrest.

After such a night, Sylvia Ashton-Warner says, "I wake in the dawn with the birds, and so does Guilt, and he is so uncomfortable that I get up and make the tea and sit in my favorite chair in the drawing room at my favorite window and look into the garden."[1]

Nor have these concerns been reserved for the bad days; sometimes when the day has been studded with diamonds, Friend Doubt edges his sinuous path under the pillow, asking, "Is Jim really getting the help from me that he needs in order to rise to the heights of which he seems capable? And Nancy, with her quiet, poetic charm—am I a hindrance or a help to her when I insist that she concentrate on subjects that have no appeal for her? And Nat's performance—how sensitive, how perceptive! Why have I not seen it before? What can I do to keep him from shrinking back into his shell?"

And then the horrible thought: "Perhaps I'm not a good teacher. Perhaps I should be a potato sorter!"

So through the ages the question persists: *What is good teaching?* It is the topic of this bulletin. The writers did not rely entirely upon their own opinions. To make certain that their premise was based on creditable, workable philosophical grounds, the writers sought the wisdom expressed in the writings of poets, essayists, philosophers, psychologists, and well-known educators. In an effort to utilize recent research on the topic, they reviewed for readers several important research studies which attempt to penetrate what happens in classrooms. To be sure the bulletin touches reality for students and teachers in today's schools, they drew upon the opinions and experiences of pupils, teachers, and parents in three states: Alabama, California, and New Jersey, soliciting the collaboration of supervisors of elementary education in the three state departments of education. These supervisors responded with enthusiasm and were then given the instructions and interview guides (see appendix) and asked to select, call together, and brief a number of local supervisors to follow through and return the responses.

Principals from a cross section of schools selected pupils, teachers, and parents representing grades kindergarten through 6 (New Jersey included some children in grades 7 and 8), various socioeconomic levels, and various degrees of school achievement of children. More than 500 pupils, 200 teachers, and 150 parents were interviewed, and their responses were returned and analyzed for inclusion in this bulletin.

The implications for teaching from all of the foregoing reports are synthesized for the reader; some applications are made to the school situation; and suggestions are made to help teachers look at their teaching.

The bulletin is meant to be of assistance to classroom teachers, and if it helps them come a little closer to the realization of their own dreams, it will have served its purpose.

The Department of Elementary-Kindergarten-Nursery Education expresses appreciation to the major author, Gertrude M. Lewis, Visiting Professor of Education, Westminster College, New Wilmington, Pennsylvania; and to the collaborators—Dorris M. Lee, Professor of Education, Portland State College, Portland, Oregon; Lulu Palmer, of the Alabama State Department of Education; Afton Nance, of the California State Department of Education; Robert Fleming and Ann Hoppock of the New Jersey State Department of Education; and the local supervisors, teachers, and parents who so graciously cooperated in the study.

Footnote

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[1] Ashton-Warner, Sylvia. *The Spinster.* New York: Simon and Schuster, 1959. p. 87.

Chapter 2. WHAT WRITERS SAY

Poetic writers, with their sensitivity and perceptiveness, often see the truth more squarely than others. *Kahlil Gibran,* the well-known Lebanese poet, writes:

> Then said a teacher, Speak to us of Teaching.
>
> And he said:
>
> No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.
>
> The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.
>
> If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.
>
> The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.
>
> The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.
>
> And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.
>
> For the vision of one man lends not its wings to another man.
>
> And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of the earth.[1]

Loren Eiseley, a university teacher and author, endowed with poetic understanding, writes:

> The teacher must ever walk warily between the necessity of inducing those conformities which in every generation reaffirm our rebellious humanity, yet he must at the same time allow for the free play of the creative spirit.[2]
>
> Thus the teacher in some degree, stands as interpreter and disseminator of the cultural mutations introduced by the individual genius into society—.
>
> He is molding the future in the minds of the young—transmitting to them the aspirations of great thinkers—.

> How he handles and encourages, or discourages a child may make all the difference in the world in the child's future—and to the world. If he is sufficiently judicious, he may even be able to help a child over the teetering planks of a broken home or a deprived neighborhood.[3]

He points out later in the same book that children learn much of which the teacher is unaware. Whatever his kindergarten teacher *intended* that he learn, certain peripheral learning had such marked effect upon him that now, in manhood, the impression still lights his way:

> I, who endured the solitude of an Ice Age in my youth, remember now the yellow buttercups of the only picnic I was ever taken on in kindergarten. There are other truths than those contained in laboratory burners, on blackboards, or in test tubes. With the careful suppressions of age the buttercups grow clearer in my memory year by year.[4]

John Ruskin, English essayist and art critic of nearly a century ago, says:

> Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of the letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust. It means, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual, and difficult work to be done by kindness, by watching, by warning, by precept, and by praise; but above all, by example.

John Dewey, the philosopher, believed strongly that the school should arrange the environment so that the child might live fully and come to understand and think clearly about himself and his world.

> Life is the great thing after all; the life of the child at its time and in its measure no less than the life of the adult. Strange would it be, indeed, if intelligent and serious attention to what the child *now* needs, and is capable of in the way of a rich, valuable, and expanded life should somehow conflict with the needs and possibilities of later, adult life. "Let us live with our children" certainly means, first of all, that our children shall live—not that they shall be hampered and stunted by being forced into all kinds of conditions—if we identify ourselves with the real instincts and needs of childhood, and ask only after its fullest

> assertion and growth, the discipline and information and culture of adult life shall all come in their due season.[5]

Gardner Murphy, psychologist, after observing successful work in a school for delinquent girls, reaffirms the Dewey principles:

> John Dewey, it is to you to whom we are chiefly obligated for this vision of active and democratic education in the public schools, the instilling of socially significant habits derived from the common needs of ordinary people!
>
> It was not merely the fulfillment of the child's motivations; it was the fulfillment of her need for parental support, warmth, and direction; the fulfillment of that discipline which lay in the task itself rather than in external authority; the fulfillment of a role a little harder than she was ready for, so as to constitute a challenge, a forward push into the domain of life that lay ahead. To supply this was the role of the teacher.[6]

Dorris Lee, a modern champion of good teaching, combines the points which these writers see so clearly:

> Teaching is giving children freedom to learn each in his own way, that which seems important to each at that time. It is providing a stimulating, challenging but not frustrating, environment with the help of the children themselves and modified by their concerns. It is becoming a resource to children for those specific needs which it is too time consuming or too difficult for them to fulfill on their own. It is accepting each child as he is, recognizing that all behavior (including learning-related behavior) is that which the individual perceives at the time to be best for him. It is recognizing that helping children learn and develop is a process of helping children modify or change their perceptions, to the extent they are unrealistic or not really useful to the child rather than trying to change behavior directly.[7]

Edgar Dale, a well-respected observer, leads us to look with him at teaching.

> What does it mean to teach?—Over the years I have visited scores of classrooms—to see what teachers mean by "teaching." Too frequently in the so-called subject-matter fields the term "to teach" means to try to impart information which has been classified and systemized into memorizable units in a textbook. Under this conception of teaching, the "subject-matter" to be taught has been settled. It consists of "facts"—the 100

> arithmetic combinations, some three to four thousand spelling words, facts in history and geography. Some of these facts, of course, are extremely valuable and easily transferred to life situations outside the school. Too many of them, however, have importance only in the eyes of the teacher and within the four walls of the schoolroom.
>
> What does it mean to teach? To teach is to transform by informing, to develop a zest for life-long learning, to help pupils become students—mature independent learners, architects of an exciting challenging future. Teaching at its best is a kind of communication, a meeting and merging of minds.[8]

Laura Zirbes, beloved and outstanding leader in elementary education in this century, says:

> Living, learning, and becoming are continuous and should be integratively related. It is in the continuities or developmental experiences and interactions that the child matures, realizing his personal and social satisfactions, and getting his orientations for further living and learning.[9]
>
> Children and teachers are entitled to the benefits of fine human relationships and to the cumulative satisfactions of participation in the interactions of worthy school living.[10]
>
> If experience is to be both integrative and developmental—meanings must be extended and enriched; as values become internalized, aspirations and powers must be engaged and challenged; as individuals interact, the intrinsic satisfactions of worthy social living must foster integrity and mutual regard.—Those who would teach developmentally are herewith challenged.[11]

Arthur Combs, psychologist, believes with other perceptual psychologists that the aim of the school should be to produce healthy, adequate, self-actualizing persons. Behavior, he explains, is the result of the perceptual field—or what the situation means to the behaver at the moment of action.

> . . . How do such persons see themselves and the world in which they live? What is the nature of their perceptual organization and how does this differ from their less fortunate fellows? I have sought the answers to these questions in psychological research and theory, on the one hand, and from my own experience as counselor, teacher, and observer of human relations, on the other. In the course of this study I find myself brought back repeatedly to four characteristics of the per-

ceptual field which always seem to underlie the behavior of truly adequate persons. These characteristics are: (a) a positive view of self, (b) identification with others, (c) openness to experience and acceptance, and (d) a rich and available perceptual field.[12]

ANALYSIS OF WRITINGS

We see, then, that the objective of teaching is conceived in various ways. Nearly all writers believe the school and the home should help children understand their own culture, especially the community and nation: how they emerged, what they stand for, how they are organized and function, and what they expect of him. For some, this implies the development of knowledgeable and compliant citizens. But for others, like Dewey and Zirbes, it means developing the power to think critically and constructively about the culture while living democratically in the school and applying problem-solving methods to situations which arise there.

Some believe teaching should be directed at making changes in what is broadly interpreted as behavior. These conceive knowledge to be worthwhile as it enters into the thinking and affects the way the learner acts, whether action is directed toward citizenship or toward religious or ethical, social, scientific, or any other ends.

Still others, like Eiseley, emphasize the affective or feeling tone, and believe that education is at its best when it deepens the perceptions or feelings, making the person more aware of himself, others, and life about him and therefore more able to act intelligently in any situation. Some of these, educators as well as others, think of education as a stimulant to or producer of creativity. They perceive the educator as at his best when a child is moved under his teaching to create ideas, objects, or ways of doing or behaving which are beyond his present knowledge and ability.

Mainly, educational theorists of the day fall into two principal camps: those who think the schools should foster intellectual growth, dealing exclusively with mental exploration, idea-intake, the inner synthesis. An extremist in this camp says, in effect, "Give me a man who is highly skilled, and I do not care what kind of a man he is."

So important a leader as John Gardner, now Secretary of Health, Education, and Welfare, seems in the following passage to favor intellectual development, broadly conceived. He sees education not only as a way of learning, but as an instrument of self-renewal—of keeping oneself aware and able at every stage of life:

> We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used . . . We are moving away from teaching things that are readily outmoded, and toward things that will have the greatest long-term effect on the young person's capacity to understand and perform . . . In all subjects it means teaching habits of mind that will be useful in new situations . . . curiosity, open-mindedness, objectivity, respect for evidence and the capacity to think critically.[13]

Members of the other camp believe that all aspects of the human being—physical, social, emotional, and ethical—are important to and affect the development and use of the intellect. The feeling tone, which accompanies any experience, colors its intellectual value.

In recent days, the feeling side of the individual has come to be known as the affective side of his nature. Dr. Eiseley appears to rank it very high, remembering as he does what the buttercups meant and still mean to him. Other well-known educators and psychologists, among them Earl Kelley, the late Marie Rasey, Carl Rogers, and A. H. Maslow also place high value on the affective side of education.

SUMMARY

Which of these is the best—the ultimate purpose of education? The real question is "Can any of these purposes be isolated?" If not, it is the task of the teacher to bring them into harmony in a richly developing individual:

> One who understands his country and has some knowledge of the emergence of the world's societies, particularly his own
>
> One who respects and seeks to procure knowledge and skill
>
> One who tempers his behavior according to his increasing knowledge
>
> One who appreciates deeply the harmony and the dissonance in individual life and in the world at large
>
> One who is not easily bound by tradition or convention, but who seeks to explore, to adventure, to create the new
>
> One who understands and values himself and his fellowman

One whose perceptions of himself and his role become increasingly mature

One who is self-directing and takes initiative for his own continuous learning.

Footnotes

[1] Gibran, Kahlil. *The Prophet.* N.Y.: Alfred Knopf, 1923. pp. 64-65.

[2] Eiseley, Loren. *The Mind As Nature.* N.Y.: Harper and Row, 1962. p. 24.

[3] *Ibid.*, pp. 39-40.

[4] *Ibid.*, p. 58.

[5] Dewey, John. *The School and Society.* Chicago: University of Chicago Press, 1900. pp. 54-55.

[6] Murphy, Gardner. *Freeing Intelligence Through Teaching.* N.Y.: Harper and Brothers, 1961. p. 31.

[7] Lee, Dorris. Letter to the author, dated April 1, 1965.

[8] Dale, Edgar. "What Does It Mean To Teach?" *The News Letter.* Columbus, Ohio: Bureau of Educational Research, March 1965.

[9] Zirbes, Laura. *Spurs to Creative Teaching.* N.Y.: G. P. Putnam's Sons, 1959. p. 76.

[10] *Ibid.*, p. 96.

[11] *Ibid.*, p. 97.

[12] Combs, Arthur W. "A Perceptual View of Personality." *Perceiving, Behaving, Becoming.* Washington, D.C.: Association for Supervision and Curriculum Development, a department of the National Education Association, 1962. pp. 50-51.

[13] Gardner, John. *Self Renewal.* N.Y.: Harper and Row, 1964. pp. 22-23.

Chapter 3. WHAT RESEARCHERS SAY

Is there any way to know whether you are a good teacher? First, let us admit that no one is a good teacher all of the time, nor for all children. Each has his hits and misses, his peaks and low points. The good teacher's hits, however, are much more frequent than his misses.

For evidence on the quality of teaching, one looks directly and ultimately at what happens to each child and what is learned under school guidance. One looks at what *happens* to the child to put him at ease or unease in the social milieu of the school; to challenge him to develop his abilities; to help him overcome his shortcomings; to help him learn to learn; to help him develop needed skills; to help him deal with problems in his life; to help him become self-directing; to help him live with himself. One looks at what is *learned* in the various areas of subject matter; at the child's attitudes toward himself, school, home, and the world and his place in it; at the facts, opinions, and understandings he has gathered; at the skills, values, and inner resources which give quality to living.

Research is helping us look at teaching.

For many years, most of the research on teaching and learning was carried on in laboratories, where certain aspects could be isolated and studied. These studies contributed a great deal to the store of scientific knowledge about learning in laboratories but they helped teachers very little, for the reason that teachers can seldom isolate items for application or study; they deal minute by minute with the entire complexity of the classroom situation, a setting so replete with variables that it staggers the imagination to find a way even to estimate them.

Recent investigators have become courageous enough to invade the classroom situation to see what they can find out that will be of help to teachers. As the first level of operation, they have seized upon what they hear the teacher say and the responses this evokes in children. To secure needed data, they have generally used observational recordings, tape recordings, interviews, and some forms of tests and questionnaires which they have subsequently analyzed and summarized.

Although some critics consider this a surface treatment, these studies have brought to light some interesting and useful findings. We may expect that other studies will follow which will probe more deeply into the feeling tone, the more delayed responses of children (especially in accruing insight), and other hard-to-observe responses which build up in children as a result of teaching.

Everyone who has ever tried to guide another realizes that the other must be influenced before he can be guided. In the most intimate sense, this is *interaction*, and when it is at its best, the exchange is such that the actors change parts constantly. It is this concept that *Marie Hughes* refers to when she says:

> The measure then of good teaching is the quality of the response the teacher makes to the child or group with whom he is interacting. It is the child who is reaching out, seeking, raising the questions, trying out his ideas.[1]

Putting it this way, Dr. Hughes exposes the chain reaction of teaching and learning. She values the quality of the response the teacher makes only because of the response this evokes in the child. He is crushed, humiliated, defeated, or he is encouraged, stimulated, jubilant. His response evokes feelings or ideas in himself and in the teacher, and this action-reaction is endless. Nor does it limit itself to the two principal characters; it flows to other observers or fellow participants who in turn also act and react.

Several well-known research studies focus on interaction between teacher and student as the key to what happens in the classroom.

In Marie Hughes's study, analysis of observations revealed a wide-range teacher-child interaction in which the teacher requests, grants a privilege, tells, sets goals, rewards, reprimands, accuses, elaborates, denies, and gives cues. These various acts were classified into seven functions which teachers perform for children: controlling, imposition, facilitating, development of content, personal response, positive affectivity, and negative affectivity.

The analysis showed that controlling functions ranked high; at least half of the acts of more than half the teachers were in this category of raising questions, approving the *right* answer, explaining who would do what, and disciplining or establishing order.

The team of educators involved in the Hughes study fully realized that a teacher must do a certain amount of controlling—that it is his duty to maintain a classroom atmosphere in which people can learn. They raised the question, however, of whether the "power component" of superior-subordinate positions, inevitable in classrooms between teachers and children, might be ameliorated through such teaching techniques as—

> Framing questions in such ways that they allow for a range of answers rather than "one right answer."
>
> Making clear the reasons for regulations over which the class has no control.
>
> Involving the group in helping to make the rules, and permitting these to evolve out of the situation which requires them; involving the group, too—when infringements are not too serious—in helping to enforce the rules.
>
> Making directions clear, with limits set, to reduce repetition and the need for reprimands.
>
> Wherever possible, designing the controls put on the learning of content to encourage inquiry and exploration.

The investigators pinpoint some desirable goals for teaching and indicate learnings which lead to them.

> To become a man of autonomy and initiative, to become a man with confidence in himself, the child needs to have opportunity to try himself out by initiating ideas and actions which are successful most of the time. This he can do only if the teacher makes the appropriate response. The responses of the teacher may include—
>
> giving the child support by telling him things are going along well, by assuring him that his is a good idea;
>
> giving him a direct answer to a question that he asks, or helping him locate the answer if it is not known by the teacher;
>
> giving him a chance to elaborate his idea by asking him more about it in a nonthreatening and nonevaluative manner;
>
> giving him an evaluation, either positive or negative, that points up specifically what is correct or incorrect; or by
>
> giving him a chance to relate to his own experience.

The investigators continue:

> If a child is to become a man who is "open to his experience," a man who can encompass much of reality, then as a child he must relate positively to more people, things, and situations. The teacher's response to him must be such that he wants to reenter the situation. When failure is more or less continuous, one reduces his level of aspiration and oftentimes withdraws from the situation. Therefore, the teacher's response must include:
>
> requiring from the child only that which he is capable of doing;
>
> opening new possibilities to him without coercion;
>
> withholding all sarcasm and ridicule;
>
> interpreting to him the data in the situation of which he is aware.
>
> If the child is to become a man who has positive feelings toward himself and cherishes uniqueness in others, then the teacher's response to him must respect his own individuality. Such responses may include:
>
> giving the child some choice in what he is doing; for example, what he writes about, what he reads, the picture he paints;
>
> expressing a belief in the child as a person;
>
> listening to him;
>
> accepting most of his ideas;
>
> helping him gain competence in the things he cherishes.
>
> If the child is to grow into a man who possesses highly developed communicative skills, he must have opportunity to talk and to listen to others. The teacher's responses must include:
>
> seeking for his opinion and experience;
>
> giving him an opportunity to use a variety of media of communication;
>
> giving him a model of standard language usage;
>
> providing him with a variety of books and other reading materials;
>
> seeking to further his purposes in reading;
>
> giving him opportunity to compare his reading with his new experience, to draw inferences and generalizations from his reading;
>
> seeking the child's own idiomatic response in writing and other media of expression.

> If the child is to grow into a man who acts with an attitude of social responsibility the teacher's responses must include:
>
> setting of limits with him and for him;
> clarifying standards with public criteria;
> structuring the situation with clarity;
> reprimanding with public criteria;
> giving the child responsibility for others;
> evaluating with discrimination.[2]

Flanders, too, assumed at the outset of his study that verbal communication is highly significant, that "how much teachers talk and what they say determines the reactions of students." [3] This, he indicates, makes the teacher an authority figure, whether or not he wishes to be.

Here, too, verbatim and observational records were made of what went on in classrooms, and these records were analyzed in several ways.

The findings which are most related to the theme of this bulletin deal with the teacher's use of direct and indirect teaching behavior, and his ability to control his teaching behavior. Some conclusions follow:

> The average teacher can control his behavior and use it as a psychological force in classroom management. He can be indirect if he chooses, or direct, according to his assessment of the situation.[4]
>
> Normally, every action taken by a teacher becomes influential and if a teacher wishes to be temporarily less influential, he must make special plans to accomplish this.
>
> The teacher controls his own influence primarily by using appropriate statements during spontaneous interaction.[5]
>
> *Direct influence* by a teacher restricts the freedom of action of a student by setting restraints or focusing his attention on an idea.
>
> *Indirect influence* by a teacher increases the freedom of action by reducing restraints or encouraging participation.[6]

This study pursued "the *interplay* between different acts of the teacher and the reactions of different types of students." It set out to analyze "the spontaneous acts of the classroom teacher, to identify patterns of acts that seemed most influential, and to study relationships between these patterns and the attitudes of students." [7] In a later study, the researchers attempted to see whether teachers can modify their ways in order to improve their influence on children. They isolated situations in which students learned more and compared them with situations in which students learned less. They analyzed teachers' behavior in terms of direct and indirect influence. They found that "above average teachers differed from below average teachers in terms of their flexibility."[8] They could be *direct*, but could also be *indirect*. They showed a higher average of indirectness.

All types of students in all subjects *learned more working with the more flexible teachers*. This came as a surprise to the investigators, who expected that certain types would learn more with the more rigid teachers. More evidence is being sought before this finding is fully accepted.

What does this mean for the classroom teacher? The staff was impressed by the timing of direct and indirect influence. Most educators, they say, think goals should be clarified directly, especially at the beginning of a unit or when new topics or new methods are being introduced. Teachers favor being direct in making assignments, especially at the beginning of topics. But, Flanders and his research staff report,

> Our theory predicts higher achievement and less dependence when goals are clarified by an indirect approach.
>
> An indirect approach will stimulate verbal participation by students. It is a way of providing the teacher with the students' perceptions of the situation, regardless of whether these perceptions are correct or incorrect. Such an approach not only provides the teacher with more information, but it often results in the students developing more responsibility for diagnosing their difficulties and suggesting a plan of action.
>
> A direct approach increases student compliance to teacher opinion and direction. It conditions students to seek the teacher's help and to check with the teacher more often to be sure they are on the right track.[9]

They also found that teachers of students who learned less were direct in approach.

The major differences in the use of influence between teachers whose students learned the most and those whose students learned the least were these: The teachers who use direct oftener than indirect methods lack the social skills of communication involved in accepting, clarifying, and making use of the ideas and feelings of students. The teachers who use indirect methods most have these essential skills, even though they are not needed or in use a major proportion of the time. The indirect teacher has less need to give direction and criticism: the direct teacher needs to give directions twice as often as the indirect teacher; and criticism, eight times as often. Where dependence on the teacher is higher, "progress by students depends much more on continuous teacher supervision." [10]

> Our data show that higher standards can be achieved not by telling students what to do in some sort of misguided "get tough" policy, but by asking questions and then using student ideas, perceptions and reactions to build toward greater self direction, student responsibility and understanding. If "getting tough" means helping students face the consequences of their own ideas and opinions, contrasted against living with the consequences of the teacher's ideas and opinions, then our indirect teachers are much tougher.
>
> . . . Flexibility is associated with teachers whose students learned the most. . . . Our better teachers were less alike and our poorer teachers were more alike.[11]

Pauline Sears and her associates made a comprehensive study [12] of the role teacher behavior has in evoking responses from children. Dividing teacher behavior into (a) rewarding and supporting, (b) punishing and controlling, and (c) teaching, these investigators showed that—

> Children who rate high in creativity have teachers who take a personal interest in them, listen to them, and avoid evaluating their ideas and products.
>
> Children who are "task-oriented" (who concentrate on their work) have teachers who evaluate their work and reward them for good work. They do not consistently show interest in individuals. They teach by statement; some even stay out of communication.
>
> Children who are friendly and who show general liking for other children have teachers who are friendly and show acceptance of children. They teach by giving possibilities, expanding ideas, and not so much by giving facts.
>
> Satisfaction with the self is related positively to liking for all children and a favorable attitude toward school. Whether the person has a positive or negative attitude toward himself, it is a generalized attitude; that is, it is reflected in all areas of his behavior and in all subject fields.

Children of high mental ability usually show satisfaction with the self; those with lesser mental ability have low estimates of themselves and depend on the favorable opinions of "significant" others (teachers and admired others) in the classroom.

Louis Heil and his coworkers [13] made a study of three types of teachers and their effect upon children in grades 4, 5, and 6. Teacher A, the turbulent teacher, was characterized primarily by excited and inconsistent behavior; teacher B, by self-controlled behavior; and teacher C, by fearful behavior. The achievement of the majority of the children was significantly greater under the self-controlling teacher than under either the turbulent or fearful teacher. Striving children achieved the most and showed little difference under any teacher; wavering or anxious children achieved the least and showed little difference under any teacher.

Under the self-controlling teacher, children showed little active resistance or hostility, made the greatest friendship gains, had the highest perception of authority as controlling and effective, and had the highest intellectual aspirations. This was especially true of the "wavering" and "opposing" or resistant children.

What does this mean for the teacher? The investigators emphasize the need for children to be free to learn, but they believe that children need a degree of structure to give them security—presumably more than the turbulent teacher provides. Permissiveness which creates or nurtures disorder puts upon the child the responsibility to create order before he can proceed. They warn against too great permissiveness, especially if it is an assumed state and not one that flows from one's own self-acceptance, self-understanding, and general good mental health. They warn also against using the term permissiveness as a screen for inability to organize and to control when necessary.

Norman Wallen studied children and teachers in every grade from 1 to 5, making verbal recordings and observational records. When he analyzed the findings, he identified five sets of characteristics which teachers possessed in a negative or positive way:

a. Cold, controlling vs. warm, permissive

b. Vigorous, dynamic vs. dull, quiet

c. Insecure, anxious vs. confident

d. Works alone vs. interactive

e. Much academic emphasis vs. little academic emphasis [14]

Although he is reluctant to be emphatic about his findings, they seem to indicate that—

> Children like school when the teacher is less achievement-oriented. In the upper grades, liking for school is related to warmth and permissiveness; in the lower grades, less so; and in first grade, even less so.
>
> In problem-solving exercises given by the investigators, children plan well with the achievement-oriented teacher, but the group relations seem to break down in the operations phase.
>
> When the teacher is supportive, children carry out plans in a more friendly way in the operations phase of the problem-solving activity.
>
> Children in grades 1 and 2 did not see the teacher as the observers did; from grade 3 on, there is more correspondence between the children's and observers' perceptions.

Robert Spaulding set out to find the "significant components in the classroom behavior of teachers as they interact with pupils." [15] The investigators for this study examined teachers and pupils in grades 4 and 6 in 21 classrooms.

They found that the height of self-concept was significantly correlated with "calm, acceptant transactions in general with private, individualized instruction and a concern for divergency, attention to task, and the use of task appropriate procedures and resources." [16] Pupil self-concepts were higher where teachers were learner-supportive.

In the fourth grades, most of the children had a self-concept which radiated to school competence in all areas. The investigators say there seemed to be a "halo around the self."

Like Flanders, these investigators found that teachers distributed more approval and disapproval to boys than to girls. Disapproval to boys occurred more often for violation of rules; to girls for lack of knowledge or skill.

Seymour Sarason and his team concentrated on how teachers deal with children's anxieties. They found that—

> . . . what emerges is that effective teachers tend to perceive their pupils' behavior more accurately and to draw more meaningful inferences from those observations. More important, they follow those perceptions

> and inferences with actions directed relevantly at the children's needs in ways that do not derogate or elicit self-derogation from their pupils but still maintain the focus on learning as the primary goal. In effect these teachers organize their efforts around a high regard for children's need to learn with freedom to explore and express themselves without concern about the teacher's being derogatory of their efforts, punitive or affectionate or being inconsistent in ways that require the child to expend much effort in predicting or understanding the teacher's moods and reactions or permits them to ignore the teacher's verbalizations as meaningless for them.[17]

SUMMARY OF RESEARCH FINDINGS

Most of the studies related to the teaching act which have been carried out in classrooms focus on recordings of short periods of verbal communication between the teacher and children, with follow-up questions put to the students, and on consideration of basic professional data such as age, sex, mental ability, and achievement scores. An exception is Wallen's study, in which he introduced observation of problem solving.

The reader of these studies is impressed with the agreement in their findings, particularly as related to teacher-student participation, teaching and the self-images of children, liking for school and general friendliness, and achievement. Some findings are compiled below.

Teacher-student participation

Concerning teacher-student participation, research shows that—

> Teacher-talk is far more prevalent than student-talk; this is true in some classes more than others.
>
> Teacher-talk is directed in the main to what might be called management acts: telling children what to do and what not to do, making and clarifying assignments, directing attention, disciplining, and the like.
>
> Teachers have more verbal communication with boys than with girls, distributing more approval and disapproval to boys. Disapproval of boys was more often for violation of rules; of girls, for lack of knowledge or skill.

Teaching and the self-images of children

About the self-images of children, research has found that—

> The self-concept of children is higher where the teacher is supportive.
>
> The self-concept of children of higher mental ability is usually high and stable.

The self-concept of children of average ability is lower than that of high- or low-ability children.

These children depend on the perceptions of "important people" for their self-image.

The height of self-concept is related to a warm, perceptive, understanding teacher who encourages and helps but does not evaluate too sharply, who uses individual instruction, and who has a concern for divergency, attention to the task, and use of procedures and resources appropriate to the task.

Liking for school and friendliness

Research findings concerning children's liking for school and friendliness show that—

Satisfaction with the self is related to liking for all children and a favorable attitude toward school.

Liking for other children and friendliness are related to teachers who are friendly and who are indirect in teaching method; that is, they teach by giving possibilities, by expanding ideas, and by soliciting and making use of children's ideas.

The teacher who is self-controlled rather than turbulent or fearful produces less active resistance and hostility and more friendliness in children.

Liking for school is related positively to teachers who are less achievement oriented than others.

Liking for school is related in the upper grades to teacher warmth and permissiveness; in the lower grades, less so; and in first grade, even less so.

Children in the lower grades particularly seem to require a degree of structure for their security.

Achievement

Research has produced some interesting results concerning children's achievement:

Teacher behavior seems to have some bearing on children's ability to solve problems. Children seem to enter into planning the attack on a problem equally well with either the achievement-oriented or supportive teacher; in the operational phase, however, group relationships break down among children taught by the achievement-oriented teacher, while they remain cohesive among those taught by a more supportive teacher.

One study found that all types of learners in all areas of subject matter learn more under the teaching of a less directive teacher.

The self-controlling teacher obtains significantly greater achievement than teachers who are fearful or turbulent (erratic or inconsistent) in behavior.

Another study found that the achievement of anxious children or of striving children does not appear to differ significantly for different teachers and that striving children accomplish the most and anxious children the least under those teachers observed.

Some findings which emerged from Heil's study are impressive, although, as he indicates, they need further verification before they are to be accepted and applied to teaching. He found that while children need an atmosphere of freedom in which to learn, they also need a degree of structure to give them security, and that the younger the child, the more structure he requires. Too great permissiveness makes demands on children to find and establish structure, and robs them of energy and time for other important tasks. He makes a case for permissiveness "which flows from one's own self-acceptance, self-understanding, and general good mental health," rather than permissiveness which is feigned or is a "cover" for inability to organize.

Children's perceptions of their teachers change as children grow older. Beginning at grade 3, they seem to see their teachers as adults see them; this is not true in grades below that.

Footnotes

[1] Hughes, Marie M., and associates. *Development of the Means for the Assessment of the Quality of Teaching in Elementary Schools.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 353. Salt Lake City: University of Utah, 1959. p. 215.

[2] *Ibid.*, pp. 216-18.

[3] Flanders, Ned A. *Teacher Influence, Pupil Attitudes, and Achievement.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 397. Minneapolis: University of Minnesota, 1960. p. 111.

[4] *Ibid.*, p. 112.

[5] *Ibid.*, p. 11.

[6] *Ibid.*, p. 12.

[7] *Ibid.*, p. 1.

[8] *Ibid.*, p. 112.

[9] *Ibid.*, p. 115.

[10] *Ibid.*

[11] *Ibid.*, pp. 115-16.

[12] Sears, Pauline Snedden. *The Effect of Classroom Conditions on the Strength of Achievement Motive and Work Output on Elementary School Children.* U.S. Department of Health, Education, and Welfare, Office of Education, Co-

operative Research Project No. 873. Stanford: Stanford University, 1963. 311 pp.

[13] Heil, Louis M., principal investigator. *Characteristics of Teacher Behavior and Competency Related to the Achievement of Different Kinds of Children in Several Elementary Grades.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 352. New York: Brooklyn College, 1960. 81 + 119 pp.

[14] Wallen, Norman E., and Wodtke, Kenneth H. *Relationships Between Teacher Characteristics and Student Behavior—Part I.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 1217. Salt Lake City: University of Utah, 1963. pp. 3.02-3.03.

[15] Spaulding, Robert L. *Achievement, Creativity, and Self Concept Correlates of Teacher-Pupil Transactions in Elementary School Classrooms.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 1352. Urbana: University of Illinois, 1963. p. 2.

[16] *Ibid.*, p. 117.

[17] Sarason, Seymour B., and Davidson, Kenneth S. *A Study of Teacher Behavior in Relation to Children Differing in Anxiety Level.* U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Project No. 624. New Haven: Yale University Press, 1962. p. 14.

Chapter 4. WHAT CHILDREN SAY

Interviews with more than five hundred children were held by supervisors after an orientation and planning period with a state supervisor. Young children were interviewed individually; older children were interviewed either individually or in groups of two to four persons. Older children were requested to write a paragraph in response to the question "What do you like best in a teacher?"

The state supervisors identified schools, not to exceed 10 in number, from a cross section of geographic and economic areas, and the principal of each school invited 10 primary-grade children and 10 from grades 4 to 6, representing the range of academic achievement, to participate in the study. Teachers and parents also were selected by the principal and were not necessarily the parents and teachers of the students to be interviewed. Parents were seen privately, teachers in groups and at times convenient to them. The directions and guides used for the interviews are found in the appendix. Many responses using "she" to denote the teacher reflected the preponderance of females among elementary teachers. However, the pronoun "he" is used in the text in summarizing statements from the interviews.

The responses of the children show overwhelming similarity from kindergarten through grade 6—and even 8—and across the country. Teachers have a right to feel proud as they sense the meaning behind the comments of children.

HAVE YOU EVER HAD A GOOD TEACHER?

The following responses from children to the question "Have you ever had a good teacher?" reflect similarity from kindergarten through grade 6 and even 7 and 8. Without an exception, children said "Yes." A 7-year-old said, "I've had many good teachers." An 8-year-old said, "That's all I've ever had." Another 8-year-old said, "If she keeps on the way she is, she'll be a good teacher." A 9-year-old said, "I like teachers. There's nothing wrong with them!" Another 9-year-old said, "All the teachers I've had so far are good." An 11-year-old said, “All the ones I’ve had are good.” Another 11-year-old said, “I never had a poor teacher.”

THINGS GOOD TEACHERS DO

Children were asked two questions related to the children’s acceptance of a teacher’s behavior: “What did you like about him (her)? What do you think good teachers do?”

Responses from all age groups

The responses from kindergarten through eighth grade seem to fall into four categories: interpersonal relations per se, interpersonal relations and learning, the teacher as a helper, and the teacher as a person. The following statements are typical:

Interpersonal relations

He likes me—us—everybody.
He is kind—nice—polite.
He understands me—us.
He doesn’t get mad—holler—yell—at us.
When we are hurt, he helps us.

Interpersonal relations and learning

He takes his time until the children understand what he means.
He explains. (Mentioned many times)
He finds time to help me—us—when we need it—when we’re stuck.
He gives me—us—time to finish.

The teacher as a helper

He helps me—us—learn.
He helps me—us—in different ways.
He helps us be good workers.
He helps us tell right from wrong.
He hollers at me—us—to help us.

The teacher as a person

He’s happy.
He speaks clearly.
He smiles a lot—his face is happy.
She is pretty—neat—well-dressed—her hair looks pretty.

A few responses began a level after kindergarten, but ran continuously thereafter:

He’s firm—not mean—patient—does not have favorites. (Began in grade 2)
He is fair. (Began in grade 1 and increased appreciably in grades 5 and 6)

He has fun—has a sense of humor—jokes and kids. (Began in grade 2 and increased appreciably in grades 4 to 6)

He is consistent—means what he says. (Began in grade 4)

He provides interesting—new—activities. (Began in grade 3)

He organizes his work—the class—well. (Began in grade 3)

He takes us on study trips. (Began in grade 2)

Responses from different age groups

Some responses were unique to the younger, others to the older children. Most of these dealt with the categories of the teacher as a controlling power, interpersonal relations, work assignments, or qualities of good teachers.

The teacher as a controlling power

Items here seem to reflect the children's recognition of the teacher's position as the benevolent control agent in the classroom and school.

Kindergarten through grade 3.

He lets me—us—play house, look at picture books, read, paint, do art, do things, sing, tell stories, write, learn hard words, study, make up stories, cut things out, get up and do things, go to the bathroom, wash my hands, go out to play, rest.

He gives me—us—turns, a party, a new book to take home.

Grades 4 through 8.

He lets me—us—do hard work, do extra work if we can, do what we want when we finish, stay out to play longer if our work is done.

We can play our favorite game, and help him sometimes.

He gives us grades.

Interpersonal relations

Kindergarten through grade 3.

He smiles at me when I'm good.

He is happy and smiling.

He is always doing something for us.

He is good to me—us.

He helps me be good.

He is strict but nice.

He never criticizes.

He does not let you get away with things.
He helps students with problems.
He gives us second chances.
He helped me learn some names.
He pushes me when I swing.
He takes care of us.
He helps little ones.
He speaks softly.
He answers when you ask him something.
He calls at my home.

Grades 4 through 6.

He enjoys us all.
He acts nice toward the kids.
He cares how we feel.
He lets us sit beside people we like if we earn it.
He lets us help him clean—sweep—dust.
He helped me learn how to make friends.
He helps us be good to others—do right.
He helped me—us—develop self-control.
He helped us learn to tell right from wrong.
He helped us and was glad to help us.
He talks with me—us—about special problems.
He talked with me about a special problem at home, and talked with my parents.
We set standards of behavior together.
He takes things away, but gives them back.
He gives no extra privileges for being smart.
He knows how to settle things by talking them over.
He talks things over and hears both sides.
He helped me—us—to value learning.
If he can't make us understand, he explains it to our mothers so they can help us.
He is not a stranger to us.
He treats us like grown-ups.
He pays attention to you. You are not just part of a class.
He has patience; without patience it would be a sad story.

Work Assignments

Kindergarten through grade 3

He keeps us busy.
He gives us work.

He lets us work so we can learn.

He gives me—us—hard work, but it is fun.

He does not give us work we cannot do.

He gives us new arithmetic.

He gets our supplies for us.

He teaches me—us—to read.

Grades 4 through 6

He teaches us manners—spelling—how to be healthy—how to be kind.

He makes clear assignments.

He makes me—us—study.

He knows where we are in our work and what we can do.

He answers our questions.

He lets us discuss.

He helps us know how to study.

He helps us prepare for the future.

He has someone help you when you've been absent.

He lets us work out individual assignments.

He helps you understand before you go on to the next thing.

He says, "If you need any help, come right up."

He has us start with easy work and go up the stairway to harder work.

He gives 6 or 7 questions in reading, a long time for arithmetic, and spends more time with those who need help.

He helps us individually.

He helps us use resources.

He gives us a reading period.

He gives us time to read.

He lets us study before a test.

He lets us work out individual assignments.

He helps us be quiet and listen.

He lets us talk things over in an activity period.

He helps us make decisions.

He plans things for us to make.

He lets us write our own plays.

He gives homework—not too hard—not too much—not on weekends or holidays.

He lets us start homework at school.

He lets you take work home.

He gives E's when they are deserved.

He helps us get a good education.

Qualities of good teachers

Kindergarten through grade 3

Good teachers do a lot of teaching and are nice.

Good teachers work and study. They bring things to us.

They go interesting places in summer.

A good teacher is fair, happy, helps us, and explains.

They tell us "Goodbye and have a good time," and stay and get ready for tomorrow.

Grades 5 and 6

I like teachers when they recognize us; teachers that make us feel important.

I like a teacher who is kind and has good sense. This teacher made me want to learn more and go farther. Teachers are the best people I know.

I like the way she behaves toward the children and handles the joy of teaching children.

I like the way a teacher helps you—
  the good word they put in for you at parent conferences
  the effort and time they put in for you
  the way they help you with complicated problems.

I had a teacher who didn't make me do anything. Then I was changed to a teacher who was strict. She made me go all the way back to the first of the book I learned. I have been a good student ever since. She was a good teacher.

I like the assignments
  the lessons she gives to us
  what she tells us to bring
  that she lets me carry books home
  what she teaches me
  what she helps me to do.

I like a teacher because a teacher always likes you to get your lesson, and a teacher likes you.

I like their kind ways.

I like their kindnesses, understandness, and the way she helps me.

A good teacher takes children on field trips. We did a lot on a subject—a lot of physical stuff—not at our desks—we made things. In this one class we were studying about the harbor. The teacher brought a big board painted like our harbor. We made ships and buildings that were around it.

We watched a program about oceanography. We had to make a report and I made a report on the tides. It made me feel happy because I was learning about tides. Everyone was learning something about what their report was to be.

Grades 7 and 8

I think the thing I admire most about her is that she is very pretty. She has pretty dresses, floral dresses and bright-colored dresses, and bright colors are my favorites. (A Mexican-American child)

I like the way he acts—how he teaches me things.

I like the way he keeps older children away so they won't beat up on us.

WHAT A PUPIL DID THAT MADE THE PUPIL HAPPY

The question "Have you ever done anything *for a teacher* that made you very happy?" was asked only of children from kindergarten through grade 3. The replies might be categorized as (a) behavior and (b) helping the teacher.

Behavior

He helped me be good and sit quiet.

I paid attention.

I do not talk in class.

I do what he wants me to do.

I cooperate with him.

I throw my gum away.

I told him the truth when I did something wrong.

Helping the teacher

Was a monitor for lunch orders

Was a librarian and stacked up the books

Got out the study materials, pencils and paper, and rulers

Passed the paper—moved the chairs—put up pictures

Did errands to the office—to other teachers

I like to clean the sink for him.

Cleaned the room—swept—erased the board—carried out the trash—washed the board

Picked up papers that fell on the floor

Got my teacher's mail; held the door for him

Put on filmstrips

Carried water to him (even if I did miss part of my play period)

When my teacher was hit on the head, I got aspirin for him.

Brought him things: lunch money on the right day, flowers, a rose, a "real beautiful red leaf," a gift, a Christmas present, some potato chips, a puzzle, a chocolate pound cake, a surprise

Brought him some gloves. He seemed to enjoy it. I was happy.

Made him a birthday card

Gave him a birthday party

Worked for him: sang, did good work, had the best paper, worked hard and got 100, did my homework, made 100 in spelling

Read for him

Helped some children when the teacher was busy

He was proud when I brought soap for Vietnam.

WHAT A TEACHER DID THAT MADE THE PUPIL HAPPY

Only the younger children were asked the question, "Has a teacher ever done anything for you that made you feel very happy?" The responses show the multitude of little things that a teacher does each day, sometimes almost automatically, but bringing joy and lasting remembrance:

He lets me—us—help him: take things to other teachers, color, see films, make a peacock, help others, do errands, do art, watch TV after lunch, sit by friends when we are good, go on trips, be hall monitors.

He helps me—us—move desks, be good and do right, when I'm stuck.

He helped me after I was sick.

He showed us abalone shells.

He pushed me in the swing.

He smiles at me when I'm good.

He put on my boots.

He helps us when we are hurt—washes us and puts medicine on.

He plays with us.

He makes us share.

He opens doors so we can get fresh air when it's hot.

He washes the tables for us.

When my mother did not have my costume ready, he let me wear my dress.

He helped me learn to read—taught me to read with expression.

He teaches us what we do not know.

He writes down our stories.

He gives me easy things to do.

He takes us on study trips and teaches us *new* things.

He explains things. (Mentioned by many)

He gives us free time after work is finished—time to play—extra time to play.

He reads to us. (Mentioned by many)

He told me my work was nice.

He put me in a high group.

He sometimes holds my hand when we walk on the playground.

He sometimes gives us snacks when we don't have any.

He scotch-taped my paper when it ripped.

He gave me good grades.

He came to my house.

WHAT PUPILS LIKE BEST AT SCHOOL

This question was asked only of younger children. The spread of responses is so great that the question had no real significance. A clustering toward reading, writing, and playing seems to emerge, but these activities are scarcely more evident than making new friends, getting lessons, and having lunch. The impression is that young children like school and enjoy most of what takes place there.

A SCHOOL HAPPENING THAT BROUGHT HAPPINESS

Responses to the request, "Recall something that happened at school that made you feel very happy," were sought from children in grades 4 through 8 and might be grouped into three major categories: interpersonal relations, participation in activities, and personal achievement.

Interpersonal relations

The opening of school

To know my teacher loves me (an 11-year-old boy)

When I found I had a good teacher who understands children

When he postponed a test because I wasn't ready

When I helped my teacher—after school—before school (Mentioned by many)

When the teacher let me help someone

When we chose where to sit and I sat up front

When we gave the teacher a birthday party

When we had a party and my mother helped with the food

Doing things together, not out of books

	Playing together
	When the band went to another school and played with their band
	When we played baseball with another school
	When I made new friends
	When I was happy with my friends
	When my teacher came back after three days out
	When my teacher let us watch the world series and learn sportsmanship
	When I got a bump on my head, it made me feel happy to feel someone cared about me.
	When the teacher tries to be friendly all year round
	When he let me use a counter frame to get an answer in arithmetic.
Participation in activities	Had a part in a play—helped with the stage for a play—was in a program
	Had square dancing
	When we made things (Mentioned by many)
	When we changed our desks in a different position
	When we had a Maypole dance in grade 1
	When we played an Indian game—had a track meet
	When we went on trips to the fair—the zoo—the dam—the library—Camp Seeley
	When we had a parade—a science experiment—a party —a picnic—played ball (Mentioned by many)
	When we have make-believe stories
	When I brought my tape recorder and we used it
	Today the nurse asked me to be a helper.
Personal achievement	When I was happy about something we learned
	A prize for perfect attendance
	Won a spelling match
	Was in a reading demonstration
	Made 100 on tests
	Had good grades
	Had all A's on my report as my mother expected me to
	Had good grades and found a friend to compete with (competition was promoted at home)
	Elected to class office or job
	Made a home run
	Was line leader or squad boy
	Was promoted

Skipped a grade
Learned to read by myself.

CHILDREN'S ADVICE TO TEACHERS

Only older children were interviewed on things they would advise teachers never to do. Responses grouped easily into the categories of interpersonal relations, work, and teacher behavior.

Interpersonal relations

Do not have favorites.
Do not pick on one person.
Don't punish the whole class for one person.
Punish wrongdoers, but be sure they are guilty.
Do not holler at children or get mad. (Mentioned by many)
Do not paddle or whip children. (Mentioned by many)
Do not embarrass children before others. (Mentioned by many)
Do not be sarcastic. (Mentioned by many)
Never brag on only one student, but on *all*.
Don't tell a kid to shut up.
Don't make a child tell on another.
Don't spoil us and don't be too mean.
Don't let children scrap—do as they please—fool around.
Never send a child to the principal—into the hall—for punishment.

Work

Do not give undeserved grades.
Do not go too fast; give time to finish.
Never give a surprise test.
Don't spend too much time on one subject.
Don't go out of the room so much.
Don't give too much homework.
Don't ignore the poor student.
Never scold someone for not understanding something.
"They shouldn't make you work all the time because you have to have a break so you can think."

Teacher behavior

Don't talk too much.
Never show anger.
Never talk with a mean voice.
Never come to school all tired out.

Some children answered positively.

Be fair—consistent—helpful—considerate—courteous. (Mentioned by many)

Try to understand us.

Appreciate the good things we do.

Help us in what we should know.

Take time to help us.

Hear both sides of a question before sending a child to the office.

Help us think through problems and make decisions.

Recognize children who work hard.

Do good planning, such as having art materials ready, so we don't waste time.

Have new ideas.

Explain until we understand.

Plan activities to make things.

Have the schedule planned so you'll know what to do next.

Let us write and put on our own plays.

Let us have art and craft work.

Advise us and help us be nice to others.

SUMMARY

These responses, so heavily loaded with items dealing with interpersonal relations, bear out the recent research findings reported in Chapter 2. It may be because children are required to attend school and are therefore captives of the situation that they put so much emphasis on human relationships and are so appreciative of the efforts of teachers to make them comfortable. An indirect revelation of the responses is that *teachers do try to make them comfortable,* thus building up the image of the teacher as helper and friend. Even the "power" comments reflect an atmosphere of permission rather than command. "He makes me—us" occurs rarely; "He lets me—us" was repeated very often.

Lest the reader think good teachers do not place proper emphasis on academics, it should be noted that such statements as "She helps me—us—learn," when stated by children, may cover a wide range of content. A few children enumerated subject areas, but most did not; rather, they expressed appreciation that the teacher made life good for them.

It is revealing that children—especially but not exclusively the young child—typically confuse what they do to help a teacher and what she does for them. When "I—we—do things to help him" is turned around, it reads, "He does something for me—us: he lets me—us help him." On the other hand, children never indicate that they are helping the teacher when they "let" the teacher help them.

The undercurrent here seems to be the need or desire to identify with the teacher, to rise above anonymity. The winning of identification, no matter where it is initiated, is accompanied by a glow which is remembered. One child expresses it, "She pays attention to you. You are not just a member of a class." An eighth-grader said, "She is not a stranger to us."

Most teachers will note how small, how passing, often how impulsive are the gestures which result in identification. Some will recall that even with older boys and girls a battle of behavior was won by asking the child—or allowing him—to help in a way which made him feel a kinship with the teacher or the school.

It is to be noted, too, that this desire for identification is present at all ages. While it is reflected in the upper grades in teacher-pupil relations, it is also reflected in the teacher's inclination to "let us" relate to peers, e.g., "He let us sit by our friends if we earned it"; in encouraging self-guidance, e.g., "He let us talk things over"; and in his impartial interest in fairness, e.g., "He listens to both sides." Resentment seems to pierce through the statement: "A good teacher never punishes unless they're sure the child did it."

Over the years, one of the writers has tested in observation the theory that successful, or at least popular, teachers in the fifth and sixth grades are those who make use of the growth-drive to associate with peers. The theory has been supported by the evidence in this particular study. Fifth- and sixth-grade teachers who have the reputation of being "tops" or "cool" invariably make it possible for children to learn their academics through working in groups in which they take much initiative and responsibility. Many of these teachers help children, as they participate in group study and activity, to solve their individual social problems, such as learning how to make friends, how to be near their friends without disturbing them, how to make the group better because they are in it.

Chapter 5. WHAT TEACHERS SAY

Teachers in Alabama, California, and New Jersey who teach in kindergarten through grade 6 were selected by their principals to respond to several questions related to their work (see interview guide in the appendix). As in the children's responses, there is overwhelming agreement on certain points, as well as a wide spread of items named by one or two individuals.

THE MOST ESSENTIAL CHARACTERISTICS AND ABILITIES OF TEACHERS

When teachers were interviewed regarding the characteristics and abilities which they felt to be essential in their profession, the replies seem to fall into four categories: dealing with boys and girls, teaching subject matter, working with other staff members, and working with parents.

Dealing with Boys and Girls

Many of the characteristics and abilities identified by teachers as essential in dealing with boys and girls relate to interpersonal relations in the classroom; others could be categorized as helping children to learn, attributes of the teacher as a person, and attributes related to discipline or control of children.

Interpersonal relations

Teachers rank these qualities as of paramount importance in working with children: an understanding of children, love for and interest in them, and ability to see each one as an individual worthy of attention. A sense of humor, patience, kindness, tolerance, and empathy are cited as essential personal qualities. Related items named less frequently include impartial acceptance of children, friendliness, consideration, sincerity, honesty, and courtesy toward them. Regard for the rights of others and being young in spirit, with the ability to listen to children's troubles and to help them deal with them, are of considerable help in counseling children, helping them fit in, and convincing them that their teacher is interested in them. Teachers comments include—

> You must know your pupils and the process of growth in order to understand their behavior.

> You must respect children, and you must demonstrate this respect by using their ideas.
>
> You must have a strong desire to help children learn, a sense of humor, and a patient ear.
>
> You must love children; without that, do not attempt to teach.
>
> You must have ability to communicate with children, to reach them and to listen to them.
>
> You must be able to help children achieve a sense of satisfaction with themselves and the world.

Helping children learn

Teachers placed high on the list of qualities necessary for helping children learn a love and enthusiasm for and dedication to teaching and pride in professional achievement. Of equal importance are such abilities as listening well, creating an environment conducive to learning, communicating with children, working on their level, and helping them grow. Related items named less frequently include appreciation of the child's viewpoint and ideas; excitement at presenting something new; and ability to gear the program to individual needs—to stimulate, challenge, and encourage all. Not easily accomplished, but recognized as important, is the teacher's ability to have children work up to capacity, to encourage questioning and discussion, and to foster responsibility. Comments illustrative of these items are—

> The teacher must be able to communicate what he is trying to say.
>
> The teacher must create a desire on the part of every child to learn.
>
> The teacher must provide for individual differences so that every child will feel a sense of growth and accomplishment.

The teacher as a person

Attributes named under this category are personal attractiveness, good health, and warmth and sympathy. Abilities include admitting to and profiting by mistakes; taking criticism and suggestions; being open-minded; adjusting to changing needs of children; and using good insight, judgment, and foresight.

Discipline or control

Outranking all other items in this category are firmness and fairness. Emotional stability, consistency, compassion, a pleasing voice, and self-control were personal qualities most often mentioned. Such attitudes as respect and concern for children were recognized, as were awareness and understanding of behavior of boys and girls. The teachers commented:

> Teachers should be able to control themselves at all times.
>
> They should speak clearly in a soft voice.
>
> They must be able to live with children harmoniously, developing a feeling of mutual respect.
>
> They must be able to help children develop more and more self-control.
>
> They should act so that children may emulate them.

Teaching Subject Matter

In response to questions related to the personal characteristics and abilities needed in teaching subject matter, almost every respondent puts first the teacher's knowledge of and interest in the subject matter, not only at the level of teaching but at previous and following levels.

It is also emphasized that teachers must have breadth of knowledge, especially in the arts and in current cultural and world events. Skill in presenting subject matter is listed about as frequently and stated in various ways:

> Teachers must have knowledge of methods and flexibility in the use of methods.
>
> They must have ability to stimulate, inspire, clarify, interest, and challenge children.
>
> They must have ability to transmit knowledge at the child's level of comprehension and apply it to life situations according to the needs of individuals.
>
> They must have ability to rouse creative inquiry in children.

Some related items were named less frequently:

Ability to decide what is worth teaching

Awareness of readiness in children

Ability to take each child where he is and to utilize and extend his interests and abilities

Ability to make the best use of resources of all kinds

Ability to use critical self-rating

Ability to achieve effective communication, including the correct use of English

Ability to make sure that children have learned what the teacher thought they were learning, teaching and reteaching when necessary

The inquiring mind is seen as a valuable attribute in teaching subject matter, leading the teacher to keep abreast of the times and to be open and willing to experiment with various methods of teaching. Enthusiasm on the part of a teacher is named by several as being essential in leading children to become interested and inquisitive.

The need for good planning is cited repeatedly in such statements as:

> A teacher should be able to organize the content of a subject.
>
> He should make long range and daily plans.
>
> Plans should have flexibility, allowing for emerging needs or strong interest, and for children's ideas.

That children should participate actively is likewise emphasized by many in such statements as:

> Children should be invited to help in planning.
>
> They should be asked to express opinions and ideas and should be given opportunity to raise questions and discuss.
>
> When children help plan, they become more interested and understanding.

Many teachers emphasized the necessity of making assignments that are meaningful to children. They said:

> Assignments should not be in books alone.
>
> They should have relevance to children's needs and interests.
>
> They should be adapted to existing conditions in the home and in the community.
>
> Homework assignments should be clear and not too demanding.

Working with Other Staff Members

As related to working with other staff members, young teachers point out such rewards of working together as gaining advice, enjoying a sense of harmony and fellowship in the school, coming to agreement on common goals, and developing teamwork in the solution of problems. Several teachers indicate that it takes stamina and self-confidence, however, to project oneself before others. When one does, he must not resent criticism of himself or his ideas, they say, and he must also be willing at times to do more than his share to keep the relationships open and productive.

Qualities which are mentioned frequently include consideration, tact, loyalty, and interest in and understanding of the projects and problems of fellow workers. Closely related qualities the teachers cited were patience, love, fairness, empathy, sense of humor, and emotional stability.

Other qualities that contribute to good working relations with other teachers include broadmindedness, a respect for individual worth and the opinions of others, and the ability to treat others as you wish to be treated —with kindness, sincerity, integrity, courtesy, and tolerance.

Such responses as the following were repeatedly given:

> Teachers must cooperate and be friendly and helpful.
>
> They must share ideas and responsibilities.
>
> An ethical and professional attitude is necessary.

Working with Parents

When interviewed regarding the characteristics and abilities needed in working with parents, teachers expressed the opinion that it is highly important to be honest, to use tact and diplomacy in discussing problems with parents, and to have the ability to establish cooperation in the interest of children. Characteristics named less frequently are basic friendliness, kindness, and patience and an ability to understand the child's problem and the parent's position in the home in relation to the child. In parent conferences the ability to communicate; the responsibility to keep parents informed of the child's progress, successes and failures; and maintenance of a professional attitude are identified in teachers responses.

Other desirable qualities listed resemble those considered important in dealing with co-workers: courtesy, consideration, sincerity, consistency, self-confidence, humility, warmth, tolerance, empathy, sense of direction, sense of humor, and respect.

Techniques and attitudes are pointed out as essential in such comments as:

> Have something good to say about the child no matter how serious his problem. There is something good about every child, even if it is only his whistle.
>
> Show a friendly, helpful, cooperative attitude.
>
> Appreciate the parent's love and responsibility for his children and his gestures toward cooperation with the school.

Have a desire to learn more about the child and to reach mutual understanding with the parents.

Show pleasure in working with parents, and assurance that the present conference will benefit the child.

Maintain a professional attitude, with openness toward criticism, suggestion, and ideas expressed by parents.

Other typical comments include—

Realize that most parents want to help. The parents' child is a very special person. Defensiveness of the teacher, always felt by the parent when his child is criticized and not recognized, results in unhappy teacher-parent relationships to the detriment of the child's welfare.

Have the parents, throughout conferences, understand that teachers are vitally interested in their child and are doing what they feel is best for him.

Develop a feeling of friendship and cooperation with parents and make suggestions as to how the school and home can work together for the best interest of the child.

Show parents how to help their children.

Try to level the differences in attitudes, ideas, and discipline between home and school.

Gain the confidence of parents and try to understand home problems.

Work closely with parents: teachers and parents working together make a better school, each helping the other to understand more.

All conferences should end on a friendly note. It is often good to invite parents to visit the classroom in order to gain better understanding of what the school is trying to do with and for their children.

WHAT THE SCHOOL SHOULD DEVELOP IN CHILDREN

Responses of teachers to questions related to qualities and abilities to be developed in children seemed to cluster about the categories of growth in the pursuit of knowledge and understanding, in clarity and depth of values, and in the role of self in relation to others.

Knowledge and Understanding

In the pursuit of knowledge and understanding teachers stressed repeatedly in their comments that school experiences should foster in children the desire to learn, develop fully their mental powers, and cultivate the habit of inquiry and a thirst for knowledge. Good study habits and ability to do independent thinking are given equal rank, suggesting possibly a cause-effect relationship.

Under study habits are included such items as accurate listening, doing the best one can, following instructions, concentrating, using resource materials effectively, exercising self-control, and using time efficiently. Such items as awareness and continuing curiosity, information or truth seeking, clarification and application of values, ability to recognize and attack problems, pride in achievement, responsibility in self-direction, and taking failure as a challenge toward success are considered to be elements of the ability to think for oneself.

The achievement of basic skills, long recognized as a goal of elementary education, was discussed in the interviews. Citing them as the means to the end of increasing the child's store of knowledge and understanding, teachers listed—

Skill in reading fluently and with comprehension

Writing clear English

Locating resources of all sorts

Relating to peers in a work situation

A broadening understanding of the community, nation, and world; of democratic principles and practices

Interest in and appreciation of music, art, and literature.

Personal Values

As could be expected in considering the most important areas of pupil development, growth in clarity and depth of personal values is emphasized. The teachers identified courtesy, respect, tolerance, kindness, dependability, fair play, open-mindedness, persistence, responsibility, integrity, and ethics. As these values are clarified and deepened through experience, the individual's sense of security, personal worth, and self-acceptance is developed.

Self-fulfillment

Self-fulfillment is achieved only as the child gains an understanding of his role in relation to others. We live in a society; humans need to be accepted, recognized, loved by other humans. And so it is not surprising that teachers believe they should help children develop a respect for self, others, and property and authority, and the ability to love, understand, share, be happy, have fun, and cultivate friends so they can live, work, play, and enjoy life. Thus a child acquires a growing awareness of the brotherhood of all mankind and becomes a worthy member of home, school, and community.

ASSISTANCE IN ATTAINING GOALS AS A TEACHER

Almost without exception, teachers indicate that staff members in the school where they teach provided the greatest assistance in reaching their goals as teachers. The variety of ways in which supervisors, helping teachers, consultants, and principals help indicates that there is no one best service. The reading of professional materials, observations of other teachers at work, and workshops and meetings dealing with problems teachers meet in the classrooms were also rated high.

Teachers also pay tribute to the indirect help of superintendents and the school boards. One speaks of having an "understanding administrator who was child-oriented in his values."

One or two teachers listed activities from which they profited: good in-service education programs as well as preservice education, participation in curriculum surveys and studies, and advanced study during the school year and in summer child-study classes.

Others reported on the helpfulness of publications from the central office, including curriculum guides; insights gained from the children themselves and from their teaching experience; and critical self-evaluation.

Comments during the interviews pointed out that certain administrative provisions and practices in the school and classroom augment the teacher's efforts, such as:

Good equipment

Basic and supplementary materials and aids

A school library with a trained librarian

Reasonable class size

The cooperation of parents

A supportive principal

Availability of needed mental and physical health services.

One teacher humorously adds, "An understanding and cooperative spouse." Several gave credit to their own use of research findings and careful planning; one young teacher attributes most assistance to "experience and maturity and the help of wonderful co-workers."

BLOCKS TO GOOD TEACHING

Five items far exceed all others in the frequency with which they are named as interfering with good teaching: (a) Clerical and other routine demands, most of which teachers indicate have little relation to teaching children; (b) large classes, resulting in fatigue and frustration since individual attention cannot be achieved; (c) classes with serious behavior or emotional problems which interfere with teaching and learning; (d) interruptions; and (e) lack of time to meet the demands of the situation, such as time for planning, evaluating, preparation of materials, and administering extra help.

Many teachers say, "There are no blocks to my teaching except those within myself." Self-confessed personal qualities are doubt of one's ability, oversensitivity, lack of patience, inability to organize, tendency to talk too much, and the demands of homemaking.

Other items include—

Discipline problems, some of them home-based
Poor attendance
New demands on schools
Outside demands on children's school time
Cultural deprivation of children, with insufficient compensatory provisions at school
Too limited supplies and equipment
An inflexible schedule
Little community-school cooperation
Restrictions on teacher judgment on how to meet the needs of children
Overstress on grading the achievement of children.

A primary grade teacher says, "A heavy class load. I'm mass producing an inferior product rather than improving individual minds. A duty-free lunch hour would do much for afternoon teaching."

SERVICES ESSENTIAL TO GOOD TEACHING

Those services named most frequently by teachers as helpful to good teaching supported data gathered on an earlier question which dealt with what assistance provided greatest help. Services sought by the majority of teachers as gathered from their replies are—

Good supervision
An abundance and variety of appropriate basic and supplementary materials and a well-stocked library with a trained librarian
Helpful principals, consultants, and fellow staff members

Demonstrations, school visits, and field trips

Secretarial help and teacher aides.

Additional suggestions confirmed statements made on other items of the interview. They clustered around two categories, help and services that would provide more opportunities for (a) working with individual children, and (b) improving teacher competency. The items mentioned were—

Special teachers for art, music, physical education, and sometimes for science, remedial reading, and slow-learning children; a counselor

Reasonable class size

Special classes for emotionally disturbed children

In-service education programs, including "timely workshops and meetings"

A list of resource people who are available in the school or community to assist teachers or to contribute to the educational program

Physical and mental health services.

One teacher emphasized "a principal who will help his teachers and will back them, and a good library where you can obtain the books needed to stimulate children and for extra work."

For themselves, teachers ask for—

Freedom to teach

Fewer pressures

Fewer interruptions

A 20-minute break in each school day

A curriculum center and a professional library.

One teacher recommends group conferences with experts to help teachers fully appreciate the wonderful world of the classroom and their role in this world.

ADVICE TO PROSPECTIVE OR BEGINNING TEACHERS

During the interviews, teachers were asked to give bits of advice that would help future teachers become successful in their profession.

Several responses outrank all others: (a) Plan carefully and effectively to meet long-range and daily goals. Keep plans flexible to allow for emerging interests and needs and to make them adaptable to individuals. Study the curriculum guides to get your bearings. (b) Be firm but fair, consistent in your demands and requirements. This suggestion supports statements by the children in response to questions related to qualifications of teachers. (c) Be sure you have a commitment to teaching and are willing to do what it requires of you. (d) Love children, see each one as an individual, study to understand them, and be sure you are willing to help them learn. (e) Ask questions when in doubt and observe other teachers as much as you can.

Advice given less frequently falls into several interrelated categories: child growth and development, interpersonal relations, self-understanding, discipline, and professionalism. The following comments were made in the interviews.

Child Growth and Development

Strive to understand children.

Study child growth and development and know what to expect of children.

Observe children's behavior.

Listen to children and remember what they say.

Value every child as a worthy individual; believe in the ultimate ability of each child to learn; make each one feel that you care about him and want the best for him.

Interpersonal Relations

Talk to each child at least once a day and smile frequently at the shy ones.

Don't try to be pals with children; let them know you are their friend and will do all you can to help them.

Keep an open and alert mind so you can get the messages of pupils and professional co-workers.

Avoid putting undue pressures upon children—or upon yourself.

Learn the symptoms of strain and illness and take proper steps to report and reduce them.

A child is a sensitive little human being. Avoid humiliation as punishment.

Enjoy the children. Pick up and use their ideas, suggestions, and experiences.

Above all, relax. Love the children and show it. Develop a sense of humor. Laugh with your class every day.

Find joy in your work.

Understanding of self

The first condition for success and happiness in teaching is dedication to teaching. Each young teacher should ask himself:

Do I have a strong desire to teach?
Do I have a strong desire to learn?
Am I interested in people?
Am I willing to devote time and effort to helping young people learn?
What do I expect to get out of it?

Be sure that teaching is for you.

Don't use the profession as a stopover. If you're going to teach, put the job first.

Children are your first interest—teach them and enjoy them.

The teacher has a very peculiar job. It is easy in some ways, and in others it is difficult. One must throw his heart into teaching, he must realize that it cannot all be done by formulas, or he will spoil his pupils and himself. Bad teaching wastes a great deal of effort and spoils many lives which might have been full of energy and happiness.

There are two great rewards of being a teacher: using one's mind on valuable subjects and the happiness of making something.

Discipline

Discipline grows out of a combination of factors rather than out of any list which can be named. The teacher should—

Establish within the first few days of school that he is in control; when that is established, he may relax and develop the relationships which lay a foundation for good living.

Admit to his pupils when he makes mistakes and be ready to accept criticism and suggestions.

Have faith in himself and in the children, insist upon the best they can do, encourage through the use of recognition and praise for work well done, and do all he can to create good working conditions for children.

Understand children and learn why the "problem" child is difficult and help him overcome his problem.

Invite and use children's suggestions and ideas.

Know how to observe and evaluate growth; evaluate with the students every day.

Have enthusiasm for each activity and lesson.

Organize the class so children have a good idea of their opportunities for successful experiences.

Develop skill in using pupil leadership.

Not be afraid to talk over his problems with the principal. He can help.

Professionalism

Keep alert to social and school problems and conditions and teaching improvements.

Study continuously.

Keep personal problems and affairs out of school.

Value and work with parents and others interested in or responsible for education.

Associate with appropriate professional organizations.

Cultivate professional ethics and loyalty.

NEEDED: IMPORTANT CHANGES IN SCHOOL PROCEDURES OR TEACHING

Asked what would help children deal more effectively with their current and future lives, teachers who were interviewed named reduction of class size five times as often as any other item. Their stated reasons are that this would enable them to give more individual attention to children and would relieve some of the pressures upon children and teachers.

Next in order are the concerns that achievement goals placed on some children from the time they enter school are out of all proportion to the ability or the unique capacity of the children and that inadequate provisions are made for learners who are not academically oriented. The effect of these conditions is observed in evidences of strain, frustration, and discouragement on the one hand and underdeveloped talents on the other. Every effort, teachers said, should be made to remove or reduce pressures, for the reason that they defeat the very objective of the school.

Some suggestions made less frequently are grouped into four categories: organization of schools, curriculum, teaching practices, and teacher education.

Organization of schools

Small schools, where children are less anonymous

A setting in which every child relates closely to at least one teacher

Nongraded schools for all children where programs and progress can be more individualized

Grouping to reduce the wide range of abilities in a class where teachers feel they must teach the class as a whole

Special classes for emotionally disturbed children

Nursery schools and kindergartens for children in disadvantaged areas, accompanied by education of parents

Released time for parent-teacher conferences

Better mutual understanding and trust between school and community personnel

An abundance of useful, up-to-date, and adaptable teaching materials

Counseling services available to every elementary school

More time for principals to spend in their own schools

Less bookkeeping and reporting for teachers, to give them more time for planning and teaching.

Curriculum

More opportunities for children to benefit from study trips to broaden their concepts and understandings and give zest to school activities

Less testing and more teaching of children

A curriculum geared to the lives and needs of children

A flexible curriculum, so that teachers can deal with current happenings and problems more effectively

A curriculum with emphasis on values, thinking, and understanding rather than rote learning

Guidance courses (grades 7 and 8) to discuss problems which children are reluctant to discuss with their parents

More courses on a manual level for students who work well with their hands; trade schools established as early as seventh and eighth grades

Opportunities for slower students to develop occupational skills.

Teaching practices

Less textbook teaching and more units using children's interests to develop the skills, habits, attitudes, and knowledge needed

Help for children to reach higher goals in life, to refuse to be satisfied with substandard ideals, to attempt to reach as high as the individual's abilities will allow

More relevant subject matter to bridge the gap between the school and the world and between youth and maturity

Experiments to find better ways of teaching.

Teacher education

A richer background in the humanities and the arts

Basic, but very fundamental professional courses in teaching

A two-year paid internship, following which the teacher would return to school for at least one year of seminars in philosophy, school curriculum and principles, child growth and development, psychology, and sociology.

Other suggestions

Arouse interest among legislators in information and opinions about the school in order that evaluations, provisions, and demands may be more accurate, reasonable, and realistic.

Clarify and publicize the goals of the school.

Encourage educators to seek, and to experiment to find, better ways of educating children.

Endeavor to have parents once again accept the responsibility for their own children and realize that schools and teachers are not the only reasons for children's failures.

SOME PEAK EXPERIENCES

Teachers were encouraged by the interviewers to relate experiences which caused their hearts to leap, perhaps to transcend the moment into the beyond, returning the richer and the more joyous. Such anecdotes are difficult to report in writing. Teachers who read the following verbatim accounts will understand how to read between the lines, for they, too, will have had such experiences.

> I was teaching some pupils who should have been able to understand what was being taught, but one group was not doing well. I wondered what could be done to help them understand. It came to my mind to change my method of teaching this group. The second method reached the group where the first had failed. They began to improve and do good work. Their interest picked up. You could even see a change on their faces. This taught me that children have to learn through different methods of teaching.
>
> We had been reading charts and picture stories in which all the words and phrases of the first preprimer had been used. Several days this type of work went on, and when the children were given the preprimers to read, they could read them. They were very excited and exceedingly happy. Little Linda could hardly wait to go home to read to her parents. There were laughter and excitement in the classroom and a desire to read.
>
> A child who would never let anyone touch him came and took my hand. I had reached him; friendliness, interest, and improved behavior followed.
>
> The day Larry learned to write was a highlight for me. His writing had been messy and all on the left side of the page. This day it was clear and on the lines running clear across the sheet. All the children and Larry

were so thrilled they clapped. I almost wept at this demonstration of happy and loving behavior, interest, and enthusiasm.

I can always tell when I am really successful. The children's faces light up; they are eager to take part; they ask questions; they use their own ingenuity to press ahead.

This year I was teaching a deaf child to read. The child had been making guttural sounds, but could not be understood. One day she read to the class and they could hear and understand her!

V. rebelled against reading and many other things and people. I worked with him individually and through group instruction, too. I encouraged rather than scolded and sought material of grade and interest level he could master independently. I checked with him regularly as to his progress.

V. came in all excited as did all the others the day following the Hallowe'en Parade downtown. He did not mention the costumed marchers, but informed me that he liked his new book so well he had asked his mother if he could read it in the car while he waited for the parade to start. He was now reading because he wanted to and because he enjoyed it, and he wanted me to know about it because he knew I cared!

I was teaching the concept of tens and ones. There was complete understanding on the part of almost all the children. They said, "Arithmetic is fun." "Oh, that is easy." They wanted to do more. Most of them felt confident. The slower children felt they knew as much as the faster children. All were interested and paid close attention. Their eyes shone and their faces brightened. The statements and comments they made! and the follow-up work! The children wanted to learn

I was teaching a lesson about falling objects and gravity, using a paper clip and a playground ball. "Which would hit the ground first?" I asked. The principal came in and dropped them from a ladder. The children were amazed at the result, and they repeated the experiment over and over. I saw this carry over outside of school; they were giving and sharing ideas. Their faces brightened, and they were eager and alert.

I read *Winnie the Pooh* to the class. They immediately identified with the characters, adopting some of their behavior. They listened to each other; they appreciated the responses and experiences of others. They even disagreed in a friendly manner.

One day I had taught a group of slow learners the word *exit*. I didn't think I had been successful until we went into the hall for water, and they saw the word. All hands flew up as everyone wanted me to know they knew what it meant. I realized I had reached them after all.

I was teaching a unit on plants. The class became so interested that they wanted to work after school. Everyone had an individual project, and we planned to share our experiences in an assembly program for the other children. Every child asked questions. They all began looking for materials about plants. They were enjoying learning.

I had one experience in reaching a group in the way I really wanted to when I introduced creative poem writing. I read several poems written by poets; then I read several written by students of their own age. Next we held a discussion about poetry—what poems are, what they tell, how they are written. Then the class and I wrote a poem together. After seeing the results, the students asked to try writing their own. Everyone worked busily and produced a poem, and everyone wanted to share his with the others orally.

George came to my sixth-grade room in November. He was a big boy and knew no one in the class. For the first few days I was unable to get him to say anything. On Thursday we had a library period. Seeing George just sitting in his seat, I went to him and asked quietly if he didn't want a library book.

"I can't read," he answered gruffly.

"Come along with me," I said. "I have a good book that you can read."

We went to the bookcase and I gave him *Cowboys and Cattle Trails,* written in a fourth-grade vocabulary. He took it to his seat and appeared to read it. At the close of the day, he asked if he might take it home. In a few days, he returned it and asked for another.

About a month later, his mother came to see me. She said she had been reading the comics to George each night. On the previous night, he had looked at her and said, "You won't have to read to me any more. I can read for myself now."

George went on to finish high school.

SUMMARY

There is much agreement in the responses of teachers in this study concerning what it takes to teach well. They all place high value on interpersonal relations, on respect for individuality in growth and behavior patterns, and on the responsibility of the teacher to meet children on their own grounds. They express high regard for the value of subject matter when it is put within the framework of child understanding and conviction that it is the teacher's obligation to translate knowledge in terms of the world of children: their experiences, their terminology, their objectives, their varied learning patterns, their potentials for the future.

They also show high agreement on the working conditions needed for children and teachers, especially in terms of pupil-teacher ratio, materials and equipment, services (including special classes) to meet the deviant needs of children, curriculum guidance with flexibility to adapt the curriculum to children, relaxation in testing and school organization to provide freedom for children to grow at their own pace, supervision which is able and constructive, and assistance in subprofessional tasks which drain the teacher of energy and time to teach.

It is noteworthy that none of these requests are trivial or self-centered; all are focused on improving conditions for learning.

The peak experiences described, of which only a few are included, are revealing in that all give a glimpse into the teacher's soul—what makes a teacher feel good about teaching is the good he sees happening to children. They recapitulate Sylvia Ashton-Warner's experiences, but reported from all over America. And the more challenging the case before the teacher, the harder he tries to reach the child; having succeeded, he rejoices and sleeps well that night, the fears of Friend Guilt allayed.

The methods used by teachers are not always productive; perhaps they should be encouraged to admit failure and to seek help more quickly in order to prevent difficulty from mounting. The team approach is encouraged now in many branches of endeavor, and a teacher should not feel the need to shoulder the effort alone. There are principals, supervisors, psychologists, physicians, and others to help make the world good for our children.

Chapter 6. WHAT PARENTS SAY

Parents to be interviewed on matters related to teaching were chosen from various professional and occupational groups. Their children were high and low achievers. However, in spite of this range, the comments and answers to questions during the interview show even greater similarity than do those of children and teachers.

QUALIFICATIONS OF A GOOD TEACHER

Parents identify a multitude of qualities they find in a good teacher. They comment that this teacher—

Is well-trained, dedicated, and competent in teaching.
Puts subject matter across.
Understands children and enjoys them.
Has a sense of humor and fun.
Exercises self-control.
Helps each one develop good citizenship attitudes, knowledge, and loyalties.
Helps each develop to his fullest capacity.

For Relating to Children

Other qualities were listed by parents as essential if the teacher is to be successful in relating to children: he must—

Challenge children and instill in them a desire to learn.
Be kind and considerate.
Never embarrass or reject children.
Never play favorites.

For Relating to Parents

In relating to parents, a good teacher possesses additional strengths: he—

Is kind, considerate, and straightforward in reporting on a child's behavior and progress.
Keeps parents informed particularly as to problems which interfere with learning.
Makes it easy for parents to cooperate in helping the child.
Recognizes the parents' responsibility and situation.

DID YOUR CHILD EVER HAVE A GOOD TEACHER?

When parents were asked directly, "Did your child ever have a good teacher?" they unanimously answered "Yes." Some said, "Many," "All my children's teachers were good," and the like. They were then asked, "What makes you say they were good teachers?" Responses cluster about three main factors: understanding the child, keeping parents informed, and helping parents help their children. Next in order is the factor of helping the child to learn.

HOW A GOOD TEACHER HELPS PARENTS

Interviewers sought to discover those things that a teacher does that are most helpful to parents. Two points stand out: "He helped me—us—better understand our child's development," and "He called me—us—to talk over problems our child was having." Next in order are "Our child learned a lot from him," "He helped us understand the educational program," and "He was friendly but firm and fair and had good discipline in the classroom."

Comments include—

> He helped us understand that the correlation between maturity and academic progress is greater that we had thought.
>
> He helped me see how I overprotected my child and helped me move from "smothering" to encouraging initiative and creativity.
>
> He helped me see my child as an important person.
>
> He helped me see that my child needed help emotionally in meeting problems, and helped both me and my child.
>
> He brought out the best in my child.
>
> In parent conferences he was honest and I knew what he said was true, whether good or bad. He spoke to the point. He told me about good things and things that needed improvement.

HELP THAT THE CHILD SHOULD HAVE RECEIVED

Parents seem most appreciative of the teachers. The great majority, when asked about things they wished the child had received, said or implied, "Teachers did all they could do." One said, "What more is there to do? They do nearly everything now."

Aside from this, responses seem to scatter, showing little clustering. It is possible that each wish concerns a genuine and individual need, so specific that it can not be generalized among these parents. The need to build confidence, encourage good attitudes toward

2

learning, and develop good study habits are items which are named several times, but still infrequently. Some mentioned a desire for more art, music, physical education, trips, and the like.

Comments include—

> Developing citizenship is the home's responsibility, but the school should help.
>
> Schools should teach about family life and sex way down in the grades.
>
> The school should offer the best facilities to keep abreast of the changing times. They should help parents help their children.
>
> The school has much influence with children, but parents are responsible for attitudes and values.

HELP THAT PARENTS SHOULD HAVE RECEIVED

When questioned on help they wished they had received, parents generally answered, "Nothing more." Among suggestions strongly emphasized is the desire for closer parent-teacher relationships through individual conferences and meetings.

ESSENTIAL SCHOOL SERVICES FOR CHILDREN

Parents were questioned on what they thought the school should do for their child and what should be done for all children. Far outnumbering all other responses is the responsibility of the school to educate children for citizenship and to develop the abilities of children, especially the inquiring mind. Next in order are items related to developing desirable behavior: high values, responsibility, and self-control. All other items are named by one parent only.

WHAT A TEACHER SHOULD AVOID IN DEALING WITH CHILDREN AND WITH PARENTS

In dealing with children, parents feel that teachers should avoid embarrassing children; not use sarcasm, ridicule, or destructive criticism; not let children hear the teacher discussing them; and not show favoritism or rejection. Next in order to be avoided is group punishment and additional study in a school subject for punishment.

In discussing teacher-parent relations, the parents voiced a common opinion that teachers should not compare siblings; this was accompanied by a plea for sincerity. An added suggestion to the school, made by a large number, is that the school "do away with report cards and substitute conferences in which parents have opportunity to talk with teachers about the welfare of their children at school."

SUMMARY

It must be noted that this is a study of *good* teaching. The comments from parents were solicited in relation to the "good teachers" their children had had. If comments had been requested concerning less good teachers, the replies might have been different. Probably, too, some allowance should be made for the fact that the parents had children attending elementary school, that the principals had chosen the parents, and that the supervisor was conducting the interview. Nevertheless, the comments reflect what parents in three states think good teachers do for their children.

These parents showed strong agreement that a good teacher knows his subject matter and teaches it so that children become interested in it and learn; that such teachers like children and are able to keep them reasonably happy in their work and play; and that they keep the door open for the parents. Parents feel it *very* important (as do teachers in this study) that the teacher report to parents quickly when a child is having difficulty in order that parents and teacher may draft a course for the child's improvement.

Agreement was just about unanimous that children's feelings should be considered at all times. While parents do want children to learn the "academics," they who live with their children out of school and have ultimate responsibility for them, do not want their children embarrassed, ridiculed, or rejected in school. Interesting too is the fact that they do want them disciplined; this is borne out by their admiration for the teacher who, at the same time he enjoys the children, controls the classroom so that children can learn.

PART TWO. TEACHING-LEARNING

Chapter 7. THE PROCESS OF LEARNING

WHAT IS LEARNING?

In its simplest terms, learning can be construed as an addition to one's knowledge or understanding or an extension of his ability; he knows more, understands more, or can do more or better. Learning in human beings is vastly broader and more adaptable than in animals; the learning of animals is more patterned, more rigid. Once a pattern is learned by animals, it is likely to remain as it is, whereas a mark of humanness is the manner in which a person takes in new meanings which modify his old understandings. As a result, he is capable of changing his opinions and behavior and even overcoming many handicaps in his person and in the environment.

In explaining the basic difference between animal and human learning, Susanne Langer throws light upon how meanings are acquired and processed in the human brain.

> What makes the difference is the peculiar tendency of the human brain to use the sense impressions it receives not only as stimuli or obstacles to physical action, but as material for its specialized function, imagination. We not only see things, but at the same time we imagine them to have all sorts of properties that one cannot see. Animals respond to outside stimuli either overtly or not at all; but men respond largely in a cerebral, invisible way, producing images, notions, figments of all sorts that serve as symbols for ideas. The result is that we live in a web of ideas, a fabric of our own making wherein we catch the contributions of outside reality, sights, sounds, smells, etc. Actually perceptions come and go, and are beyond our control (except insofar as we may open or shut our eyes, touch things or not, and cause a few changes to happen), but symbols may be found or produced at will, and manipulated with that freedom; by means of them we supplement our fragmentary sensations and build up around each perceptual core a structure of ideas. This is the sense of saying we have ideas about what we actually see.[1]

WHAT IS LEARNED?

Lawrence Kubie, noted psychiatrist, points out that learning is continuous at the subconscious or subliminal level, that we learn practically all our waking—and perhaps our sleeping—time. Nor is what we learn always good; the receptors take in everything they note. If the thing or idea has meaning for the individual—that is, if it connects with something he already knows—it merges into relationship with the knowns and goes into the depository for future use. The individual's store of meanings is now greater. Most of this process is not a matter of deliberate choice; it is an undercurrent of continuous mental action of noting, relating, processing, storing, and retrieving as in a great self-propelled IBM machine. The human machine, however, not only selects, criticizes, and accepts or rejects, it modifies for the individual's own purposes. In this sense, so continuous is the process of intake and synthesis (acceptance or rejection) that what is selected for conscious attention is only a minor part of what is learned and what others (the teacher or the curriculum guide, for instance) select for the learner to consider is merely a minute of learning. Kubie believes the school pays too little attention to this continuous undercurrent of thinking and learning which characterizes all human beings at all ages.[2]

Dr. Hughes points out the fundamental individuality of learning, reminding us that—

> —each individual selects and retains only that which has meaning for him. —Man acts on his ideas about things; his feelings, his fears, his wants, his personal beliefs form the mainspring of his action. A fact by itself, no matter by what means it has seemingly been proved, will not trigger action until someone accepts it. —Education must be for analysis, for synthesis, for discrimination, for flexibility, for the most complete use of all mental activities.[3]

She emphasizes that learning is personal, that a self learns—not just a child in the mass, but one who has flesh and blood, who has a past, a present, and a developing future.

PROCESSES OF LEARNING

What, then, are the processes by which children can be led to learn, that is, to educate themselves in the things which are valued by our society? The primary psychological factor in learning is curiosity—which, developed into interest and followed up by seeking, may be rewarding, that is, may lead to the learning and processing of new facts or understandings or ways of doing. John Dewey expanded this concept, and from this belief there developed methods of working with children which were intended to capitalize on these psychological processes. These methods became commonly known as the project method, later sharpened into the problem method, adaptable for group or individual work.

Jerome Bruner recently corroborated the problem-solving method. He says:

> It is evident then that if children are to learn the working techniques of discovery, they must be afforded the opportunities of problem solving. The more they practice problem solving, the more likely they are to generalize what they learn into a style of inquiry that serves for any kind of task they may encounter. It is doubtful that anyone ever improves in the art and technique of inquiry by any other means than engaging in inquiry, or problem solving.[4]

Gerald Craig, eminent science educator of the forties and fifties, warned that care must be taken to prevent the formation of generalizations prematurely, emphasizing the importance of maintaining an open mind. It can never be assumed, he said, that the facts are all in. However, it is essential that children learn to make tentative generalizations—to be changed as new evidence emerges in all fields. Conclusions formed only yesterday must sometimes be altered in the light of new knowledge or knowledge that has just come to attention.[5]

It has become a truism that "Children do better when they participate in selecting and planning experiences." These activities are powerful interest stimulators and holders; they are also replete with potential learning in terms of comprehensive and orderly thinking (What do we want to find out? How? Where?); in examination of values (What is more important to us?); and in developing foresight (What shall we do first? Next? What will happen if we do this, or that? What is our ultimate objective?) They also give children a way of learning which will stand them in good stead in all of their schooling, including the later grades, high school, college, and in life, working either individually or in groups.

Interest produces an active mind, a state in which "how, when, where, why" play a big role. Good teachers have learned over the years to make use of this factor in all aspects of school life. It is because of the need to continuously build interest as well as to help children learn how to learn that leading educators place so much emphasis on *discovery; inquiry; the open, seeking mind;* and *the use of facts* in thinking. Fortunately for children and for teachers, a supply of educational experience has been built up at least since Dewey to which they may turn for *know-how,* while at the same time they continue to inquire, probe, and seek to find even more effective ways of educating children.

For instance, educators today are probing the factor of *inquiry,* to learn more about what it can be led to do for the learner. The point seems to be to go beyond soliciting the casual questions of children when they are attempting to understand a phenomenon, to push each "inquirer" along the lines of his own questioning—the adult giving only Yes and No responses, much in the manner of the "Heavy, Heavy, Hangs over Your Head" game which children play. When the children seem to have a sharp "readiness" to find out, that is, when curiosity and interest are peaked, they pursue the solution. They may be set free to do this independently or in small groups in a rich environment of pertinent materials, or they may observe some feature the teacher has selected, such as a filmstrip, film, or tape, or a demonstration of a scientific principle, in order to further (not arrest) their thinking. In this way, *facts* which are noted are made an intrinsic part of thinking and the *habit of seeking* is encouraged.

The factor of *discovery,* which has long been used by many teachers, also is receiving emphasis, playing a conspicuous part in the "new math" and science programs, but also adaptable to other subject areas as well as to social living: seeking the "best" functional arrangement of the room and materials, finding a good way to organize the class for a particular activity, and the like.

Would it be logical, then, to conclude that whatever the school wants children to learn must be in the environment, and must somehow emerge out of it in such ways that it evokes their interest, involves them in making plans to "find out," and opens the way to exploration and to reaching—and verifying—conclusions? If so, does this process then become a factor related to the quality of teaching?

Since the feeling tone is of such primary importance in directing learning and action, would it not also be logical to conclude that the learning experiences provided in the school must somehow be seen by the child as desirable, good, and within his grasp?

Since seeking and learning seem greater when the teacher permits children to question, suggest, and plan at all stages of sequence in school activities, should not this teaching practice be encouraged?

Footnotes

[1] Langer, Susanne. "The Growing Center." *Frontiers of Knowledge.* (Edited by Lynn White.) New York: Harper and Brothers, 1956. p. 260.

[2] Kubie, Lawrence. "Research on Protecting Preconscious Functions in Education." *Nurturing Individual Potential.* Washington, D.C.: Association for Supervision and Curriculum Development, a department of the National Education Association, 1964. pp. 28-42.

[3] Hughes, Marie, and associates. *Development of the Means for the Assessment of the Quality of Teaching in the Elementary Schools.* U.S. Department of Health, Education and Welfare, Office of Education, Cooperative Research Project No. 353. Salt Lake City: University of Utah, 1959 pp. 190-93. (Summary available: OE 23016, 1959. Washington, D.C.: Government Printing Office)

[4] Bruner, Jerome. "Structures in Learning." *NEA Journal* 52:27; March 1963.

[5] Craig, Gerald. *Science in the Elementary Schools.* What Research Says to the Teacher, No. 12. Prepared by the American Educational Research Association in cooperation with the Department of Classroom Teachers. Washington, D.C.: National Education Association, April 1957.

Chapter 8. THE TECHNIQUES OF TEACHING

It is not the intent of the writers to set forth a theory of teaching based on the brief presentations included in this bulletin: the philosophical thoughts on teaching; the review of significant related research; and the opinions of a relatively small number of children, teachers, and parents. The following treatment takes all of these into consideration, but conclusions of studies and applications to school situations, no matter how reasonable they seem, must be held as tentative. So alive is the present focus of researchers on the teaching act that as in all live sciences and arts, the viewpoints of today may need to be modified tomorrow.

The thought of tentativeness is one which makes many teachers withdraw, awaiting findings that have been proved beyond a doubt. In doing this, teachers are chasing will-o'-the-wisps, things they are not likely to find. One of the writers recently asked a highly skilled and well-known researcher, "What strong hunches did you have as a result of your study, hunches that you did not write into the report?" Without a moment's hesitation, he replied, "It's strange you should ask that. We did in fact come out with a strong conviction that it is not the particular method of teaching or organizing that makes the difference in the quality of teaching and learning. It's the element of *change*. When teachers are trying new things, they seem more alert, and the results seem better almost no matter what they are trying out. This is the hypothesis we would like now to test."

The teacher who withdraws misses the excitement and aliveness he could bring to himself and the children by trying out some changes, perhaps "just for fun" if for no other reason.

There is also the fact that these well-derived findings, limited though they may be, represent *the best we now know about teaching*. Hunches lure us to penetrate further into the maze that comprises good teaching. At the points they touch reality, they raise the level of teaching above intuition and guess into the level of predictability.

The implications of these findings and opinions for those who desire to be good teachers are many, if we accept the word of researchers. It is the teacher who, whether or not he wills it, provides the major elements of environment and curriculum which make the difference in what children learn at school.

THE TEACHER AS A PERSON

At this point, we would like to venture several characteristics of effective teachers which do not usually find their way into the books. Perhaps these are qualities the young children see! They are the result of observation of teachers and teaching from Alaska to Florida and from Maine to California in many classroom settings called "good" by the local school systems where they occur—the classrooms visitors are invited to see.

These teachers dream big. They have visions. They live at, but go far beyond, reality level, and they conjure their children away with them. They are not earthbound, limited by here and now, not defeated by the obstacles in their paths. When they talk about what they are trying to do with, for, and to children, their eyes take fire: the present reveals infinite prospects for the future, and their faces glow with pride and hope.

These teachers radiate warmth. They do not need to "show" children affection; they *have* it deeply and in a way that matters. They could not withhold it from children, and children know it instantly.

These teachers have courage. They try—and encourage their children to try—many things, some very unorthodox things. They are bored by repetition and find it confining to live within the rules if there are too many of them. Like June, they are "bursting out all over," but inevitably in the interest of the children they are teaching. They like recognition, but do not really *need* it. Their sense of adequacy seems to flow from what they see in children: their happiness, well-being, and growth.

These teachers do not prey upon the emotions of children; that is, they are themselves independent, adequate persons, and they appreciate development along these lines in children. In a sense, they set children free, helping and guiding them toward greater independence.

These teachers are joyous creatures. Quiet or noisy, thoughtful or impulsive, they enjoy what they are doing. They enjoy playing, thinking, teaching—whatever it is. Consequently, the spirit of joy pervades the classroom, enveloping children in its lusty, fun-loving embrace.

These teachers *listen* to children. Their entire posture is toward rather than away from children. Children tell them things—sometimes their griefs, their fears, their hopes, sometimes deep secrets they've never told before. They write poems and letters to these teachers. Whatever the communication, the teacher is there, listening and responding in life-giving ways, never once betraying a confidence but using it instead to breathe strength into the child.

These teachers put children first. Although they relate well to principals, supervisors, other teachers, parents, and visitors, they hold their first loyalty to be toward the children they teach. This is a part of their adequacy and seems to give wholeness to their purpose. They are not divided.

These teachers are masters of the situation. They have full sense of their responsibility to help children learn, and they move to make the most of everything at hand. When resources they need for teaching are lacking, they usually do not accept it well. When necessary, they improvise devices to help children. The methods they use are not always defensible according to the latest pedagogical pronouncements, but what they lack in form, they make up in spirit.

These teachers operate classrooms that are lived in. While they do not stimulate or court disorder, neither are they thrown by the noise, activity, or messiness which are inevitable accompaniments of happy, productive child life. "School's the thing," and whatever it takes to help children carry out their purposes and continue to grow is acceptable to them.

These teachers are *people* outside as well as inside school. They know and are known; they are interested and interesting. Frequently they are among those who can always take on one more task for the church, the organization, the neighborhood, the family, the school.

The good teacher is indefinable. He is a composite of all that is warmly human, but has traits that are mostly those of perceptive, adventure-loving people.

THE TEACHER AS A TEACHER

Next, let us look at the teacher as a teacher. In preceding pages we have seen how the teacher's personality, ways of teaching, and ways of relating to children pervade the entire atmosphere and are major influences in eliciting or dispelling self-confidence, friendliness, and attention to the task. Warm, human understanding; individual attention; flexibility in teaching; and ability to listen to children are highly important behaviors, making the difference in at least two significant facets of school life and school performance: in liking or not liking school and in liking or not liking other children.

The teacher has it in his power to help children analyze their strengths and weaknesses and select the activities and materials leading to the next step in growth. He observes children, making it a point to relate to and study more closely those who do not gain attention quickly or those to whom he is not readily attracted. He examines records; observes the child in work and play; if necessary, talks with the principal, former teachers, and parents; and, above all, takes care to have the child he is trying to help know how he is trying to help him.

He attempts to understand what every child needs in order to grow in understandings, in skills and habits, and in mental and physical health. As he extends and deepens his understanding of children and of each child, he is better able to tailor the academic as well as other activities to individual needs and to provide the experiences, guidance, and assistance each requires.

The teacher provides freedom and structure. The good teacher can sense when—or which—children can use freedom and provide it for them, and when—and which—children need organization and provide it for them. Thus it is possible for each child to have the freedom and security he needs to attack the problems before him at his best ability level. If we are to trust research, we must believe that the younger the child, the more structure he needs, although some older children still need the security and guidance of a structured program. For most, however, part of maturing is to learn increasingly to develop and utilize their strengths and self-guidance.

The teacher is direct and indirect in teaching, knowing there is a time to be direct in assignments, suggestions, and requirements, and a time to be indirect. He senses the effectiveness of inviting children's ideas in making and carrying out plans, individually or in groups. He causes children to learn to listen and follow directions under some circumstances. When it is appropriate, he encourages ingenious ideas, discussions, explorations, experimentations, and discovery. All these are synthesized in the teaching-learning act.

The teacher adapts the learning environment to teaching and learning needs. Knowing the educational goals and understanding the needs of his pupils, the teacher takes pains to bring the two together in the classroom setting. Chairs and tables and other equipment are arranged and rearranged to accommodate the various activities and the objectives to be accomplished. A variety of materials and equipment are selected and available for the teacher's and the children's use. Bulletin boards and other wall displays have relevance to the ego-building needs of children or the work of the class.

Understanding that involvement encourages interest, the teacher invites children to select items and help create and arrange the environment. As children grow older and know where the resources of the school are stored (in the materials center, storage closets, etc.), they become more and more able to select and bring what is needed to the classroom.

The teacher has major control over the curriculum. Even though there is a printed curriculum guide, in almost every school system only agreements as to the major areas to be studied are provided. Adaptation of the content to the school and class are left to the principal and teachers; in extreme settings—as with unusual children or the sorely disadvantaged, for whom the suggested curriculum is impractical—much liberty is granted the teacher to prescribe what children need.

The teacher selects the educational experiences of children at school. In almost all schools, even where the curriculum is rather closely prescribed, the teacher has much freedom in deciding how he will teach the children. This means that he has a great deal to do with the nature of experiences the children have. He may limit the experience to reading certain textbooks or expand it to the use of a wide variety of rich resources. He may plan in a laissez-faire manner, following children's leads and taking no initiative to bring resources or to broaden or sharpen concepts; he may reserve the privilege of selecting and planning for himself; or he may select types of experiences the children need, involving them in decision-making and so providing valuable learning experiences. He may utilize trips without getting the most out of them, or he may select trips and engage children in information seeking in such ways as to lay the basis for much continuing study. He may provide for the various types of learners—those who learn well through verbal means, those who require clarification and reinforcement by visual and auditory means, and those who approach or reinforce learning through motor activity—or he may, on the other hand, treat all children alike, placing upon them the burden to understand, whether or not they can.

Likewise, the teacher may prescribe next steps in skill development on the basis of knowing and guiding the individual. He may simplify his own life by prescribing the same step for all, thus failing to challenge some, compounding learning problems for others, or preventing children from moving in the many different directions of their various concerns.

He may provide many experiences along lines of his own interest to the detriment of experiences some of the children crave or need to round out their horizons. A reflection of this was seen in Chapter 6, where it was recounted that many parents wished for music and art for their children.

The teacher takes steps to see that every child is progressing. This procedure requires ingenuity, study, insight, and patience. More than any other attribute, it is this ability to assess needs and guide growth on an individual basis which marks the professionals, setting them apart from the artisans and craftsmen.

The teacher evaluates with the child. It has been shown in the research reports that the child's ego-image or self-respect escalates or descends with the teacher's approval or disapproval; the degree of effect is related to the extent of dependence on the teacher. Evaluation which is done solely by "significant others"—the teacher, other children, and parents—fosters the need for approval. This is not to indicate that teachers are to be dishonest in their evaluations; rather, it is to encourage the use of teaching procedures, including self-evaluation, which will develop in the child a belief in his own worth and an ability to face his weaknesses. The teacher, in turn, recognizes the specific gain each child is making. Teacher and pupil are an evaluating team; honesty is tempered with consideration and personal recognition. Children do not say, "The teacher should tell me my work is good whether or not it is"; they say, "The good teacher is fair," "The good teacher does not give me work that is too hard," and "The good teacher does not punish children in front of other children." Although children do not know it, these requests are in essence asking teachers to demonstrate good breeding and social sensitivity, characteristics which add stature to any human being.

The teacher helps children to dream big and to pursue their dreams to the rainbow's end, or he cuts the cloth to today's practicality. The teacher opens or closes windows on the world. Whether or not he wills it, what the teacher does is a major influence on how children view the world. Under one teacher, they catch glimpses of what lies yonder and they are encouraged to pursue it. Under another, their attempts to go beyond are stifled, and to all intents and purposes, they live solely within the requirements of the day.

Chapter 9. ENVIRONMENT FOR LEARNING

THE CURRICULUM AS ENVIRONMENT

John Dewey's influence has been felt in curriculum in the United States probably more than that of any other person. Ideas which his school at the University of Chicago demonstrated in practice were and still are emulated all over the nation and in other countries of the world. Combined with ideas from forefront experiments in Europe—from Sweden, Switzerland, and Austria in particular—these ideas comprised the background of the progressive education movement, a movement which spearheaded much that is now recognized as good educational procedure.

Dewey was deeply interested in what came to be called social studies, believing that most of the school experiences of children should spring from or be related to a center of investigation which would make boys and girls more understanding of life around them in the then rising agricultural and industrial nation. In discussing the source of the curriculum, he wrote:

> At first the material is such as lies nearest the child himself, the family life and its neighborhood setting; it then goes on to something slightly more remote, social occupations (especially those having to do with interdependence of city and country life), and then extends itself to the historical evolution of typical occupations and of the social forms connected with them. The material is not presented as lessons, as something to be learned, but rather as something to be taken up into the child's own experience, through his own activities, in weaving, cooking, shopwork, modeling, dramatic play, conversation, discussion, storytelling, etc. These in turn are direct agencies. They are forms of motor or expressive activity. They are emphasized so as to dominate the school program, in order that the intimate connection between knowing and doing, so characteristic of this period of child life, may be maintained.[1]

There is reason to believe that Dewey would have modified these themes and updated the activities as he recognized important changes in American society. As the need for children to gain understanding of broad principles was sensed, social studies curriculums—and science curriculums as well—often suggested such themes as Man Adjusts to His Environment, Man Changes the Environment To Meet His Needs, and Inventions Have Changed Our Ways of Living. Within these themes, problems were identified. The search for data led children to any subject field which seemed capable of yielding relevant facts. Eventually the theme or generalization as indicated above emerged from the study.

In recent years, however, the dynamics with which this movement was originally charged have cooled. The process of application has, in many schools, become rigid and therefore lifeless. In addition, in response to the sharp criticisms hurled at the schools a decade or two ago, many teachers who had been teaching children through their own exploration and discovery regressed and sought safety in the sterile but time-honored practice of having children read and recite what the textbook says.

Noting this sterility and fearing that children would not be prepared to deal with the rapid changes ahead or the growing accumulation of knowledge in all lines of endeavor, Jerome Bruner proposes a fresh approach, focused on intellectual development.

> *What the school is.* The school is an entry into the life of the mind. It is, to be sure, life itself and not merely a preparation for living. But it is a special form of living, one carefully devised for making the most of those plastic years that characterize the development of *homo sapiens* and distinguish our species from all others. School should provide more than a continuity with the broader community or with everyday experience. It is primarily the special community where one experiences discovery by the use of intelligence, where one leaps into new and unimagined realms of experience, experience that is discontinuous with what went before. A child recognizes this when he first understands what a poem is, or what beauty and simplicity inhere in the idea of conservation theorems, or that measure is universally applicable. If there is one continuity to be singled out, it is the slow converting of the child's artistic sense of the omnipotence of thought into the realistic confidence in the use of thought that characterizes the effective man.
>
> . . . . . .
>
> The first implication of this belief is that means must be found to feed back into our schools the ever deep-

> ening insights that are developed on the frontiers of knowledge.[2]

Bruner further calls attention to the need for the school to open new perspectives to the learner, not merely to orient him to home, school, and community, but to lead him gradually into the areas that characterize adult life. As a means of developing the intellect, he would have children learn to recognize concepts or generalizations that reflect the structure of a field of knowledge, such as mathematics, science, or music. As study continues, the newly discovered facts fit on to each other and the earlier concepts, modifying and adding to them to build a unified cognitive structure in a subject field.

> Knowledge is a model we construct to give meaning and structure to regularities in experience. . . . The structure of knowledge—its connectedness and the derivations that make one idea follow from another—is the proper emphasis in education.
>
> . . . .
>
> The process and the goal of education are one and the same thing. The goal of education is disciplined understanding; that is the process as well.[3]

Dewey's theory makes much use of *induction*, of providing experience in which exploration and discovery lead the child himself to formulate a principle of generalization—a process very important to his development. Bruner's theory would regulate experience in school in ways that would give added meaning to the generalization and would lead to the formulation of new generalizations. These generalizations, accumulating and interrelating in the child's mind, would provide him with an increasing degree of mastery over the particular field. These "major ideas," or concepts, would, then, in a sense guide his sights and help him relate and classify further knowledge he acquires as he studies, thinks about, and applies what he learns.

Bruner's theory would, it seems, limit the child's exploration to a defined subject field. Dewey's would break down subject lines. Children and teacher would look in any relevant place for the data needed.

There is no doubt that the school should be intellectually oriented. But so intrinsically interrelated are the child's body and mind that the whole of the child is expressed in his intellectuality. As a rule, the best thinking emerges in children who are mentally, emotionally, and physically healthy; who are self-confident;

and who have as broad a background of knowledge and skill as they can muster. The paths to intellectual development are devious and sometimes slow. Every experience—some more than others—adds something to intellectuality. Much as there is need to produce children who are able to absorb and process tremendous resources of facts and ideas, the need cannot expedite the learning process beyond the growth pattern of the learner. The framework or structure around which ideas cluster in the human child's mind seems not to be built in as orderly a fashion as that outlined by adult scholars or deposited in an IBM machine. Awareness leads children in all directions; mental discipline that narrows this awareness too early could exact its toll in limitations upon understanding. At the other end of the line, in adulthood, the practical application of mathematics, for instance, must sometimes reckon with fields other than the mathematical. Both learning and future use, it seems, depend on comprehensiveness of understanding.

John Gardner, now Secretary of the Department of Health, Education, and Welfare, speaks for comprehensiveness in learning. Although he recognizes the need for specialization in our society, he seems to warn against the dangers of too narrow specialization when he says:

> And the importance of education in modern society is not limited to the high orders of talent. A complex society is dependent every hour of every day upon the capacity of its people to read and write, to make complex judgments and to act in the light of fairly extensive information. Human dignity and worth should be assessed only in terms of those qualities of mind and spirit that are within the reach of every human being . . . Achievement should not be confused with human worth.[4]
>
> A conception which embraces many kinds of excellence at many levels is the only one which fully accords with the richly varied potentialities of mankind; it is the only one which will permit high morale throughout the society. . . . We need excellent physicists and excellent mechanics. We need excellent cabinet members. We need excellent first grade teachers. The tone and fiber of our society depend upon a pervasive and almost universal striving for good performance. . . . Men must have goals which, in their eyes, merit effort and commitment; and they must believe that their efforts will win them self respect and the respect of others.[5]

There is no doubt whatever that the teacher should fortify himself for educational leadership of students by exploring and trying to understand the nature of structure in subject fields, and the interrelationships among them as well. The conceptual understandings he gains serve as touchstones for his guidance of children's experiences. Most elementary school children are, by the nature of their development, wide-ranging rather than concentrated in interests and observations. The ability to formulate and apply generalizations develops slowly, based somewhat on the range of experience, ability, and training.

The particular design for learning which the classroom teacher adopts will influence his whole view of the curriculum and his view of his own role as teacher. If he is attempting to develop broad understandings, his methods will depend more on opening up an area of study and asking for and organizing children's questions as a take-off point for investigation. The multitude of data to be found relating to the topic or problem thus provide a rich environment under the guidance of the teacher. Discussion of viewpoints and findings takes many forms, and ideas formulated and discussed are left open for further investigation. The truth of any generalization at any stage of its acquisition or clarification is left open to question as "the best we know now" or "it seems this way now." The teacher will of course bring to attention resources of all kinds—books, slides, maps, filmstrips, and the like—and will even show them and court discussion about them, but his role will be much more indirect: to "nurture" ideas.

If his work and the generalizations he would have children form are narrowly subject-oriented, the curriculum and resources are more limited, and the teacher's role is much more authoritative and directive. He will find ways to introduce and teach concepts which have been defined, and in each subject only the materials related and appropriate to the concept to be developed will be put at children's disposal. Discussion would take the shape of identifying what proves or disproves the generalization.

In either case the resources used may exceed the walls of the classroom, utilizing the library, the school community, and the larger community.

It may well be that both of these major designs for learning are as applicable at times as they are for thinking, for the mind alternates from deductive to inductive reasoning and back again with no pain whatsoever. The choice of major method may depend on such factors as the age, experience, and mental ability of children, the definitiveness of the material being taught, the urgency of the situation, and the patterns of thinking to be encouraged in children.

INFLUENCE OF RESEARCH ON THE LEARNING ENVIRONMENT

Between the time of John Dewey and Jerome Bruner were several decades during which the study of human growth and development came to fruition. Beginning in Europe during the first World War, it spread to the United States, and centers for the study of growth and behavior were soon operating in connection with most of our major universities. Something of the extent of the influence of this movement upon our schools is evident in the emphasis which teachers and parents in this study place upon individual well-being and growth and in the revealing comments of children regarding interpersonal relations in the classroom.

Today's child may go to school to have his mind developed, but he experiences this in an environment which, due to decades of scientific research and experiment in growth and learning, nurtures his body and his emotions as well. Most of the points to remember in making decisions in school derive from these studies. Among them are—

> The human being reacts as a whole: physically, emotionally, and intellectually.
>
> Each human being possesses dignity and worth.
>
> Human beings are alike in their basic reactions and their basic needs but the basic needs of each are met in a unique way.
>
> Each individual has his own rate of growth and his own potentialities.
>
> It takes time to grow.
>
> Growth is sequential; the time it takes to pass through the sequences varies greatly among individuals.
>
> Learning depends on maturation, readiness, and opportunity.
>
> Each child learns from the background of his already accumulated knowledge.
>
> Interest is the key to learning.
>
> Individual continuity is an essential condition of learning.

> The school must be rich enough in materials and flexible enough in organization and operation to encourage and accommodate the continuous development of the individuals who attend it.

Over the years the scope of the curriculum has broadened to include all major areas of subject matter significant in the lives of people. Reading, writing, and arithmetic have remained fundamental to all academic progress, but running them a close second have been basic concepts in social studies, science, health, music, art, and physical education. Very recently, physical science has moved into a position of major importance because of demands for it in the present work world. The human sciences are still much in arrears; our civilized period still knows little about the development of humanness and utilizes little of what is known. Conceivably in the years ahead the drums will beat to call attention to this weakness.

Meanwhile, the good teacher in school uses all he knows—or can learn—to help children learn what they need to live effectively in their worlds: to inculcate the values, knowledges, processes, skills, and attitudes considered worthwhile. Being in the forefront of those who have, to a degree at least, kept up with emerging knowledge about human development and learning, the best teachers are usually ahead of the populace in discovering and meeting children's needs and in creating a productive environment for learning. From the most perceptive and imaginative will come the innovations which will influence the schools of the future.

THE CLASSROOM AS ENVIRONMENT

The pervasive quality of learning places great importance upon the environment which engulfs children and from which they select their learnings at subconscious and conscious levels.

The power of environment in shaping the individual has been demonstrated in dramatic and massive ways. We have the evidence of large and important societies all over the world, of which prewar Germany and the USSR offer glaring examples. But we need not go so far afield for evidence. In our own contemporary society, we have become aware that millions of our young children—probably a quarter of them—upon entering school, do not have the foundations for coping with schoolwork. We look for causes and find that the preschool environments of these children have had shortages in areas which are commonly supplied in abundance in middle and upper class homes and communities. We find, however, that these children are not devoid of learning; they have learned well what their environment has offered. They *can* cope with the milieu in which they live, for instance, even as children from middle class neighborhoods have learned to cope with theirs. A child from either group finds a myriad of disconcerting elements when he crosses the social lines into strange environments.

So, while we know that a child is a captive of his environment, taking from it what he can understand or use in thinking or doing, we must also understand that he is powerless to take from it what is not there, or what his mind does not note. If a child's learning at school is to be successful, the environmental backdrop must offer opportunities, and he must make—or be helped to make—use of them.

Translating this into terms of education, the schoolroom, materials, conditions, opportunities, children, teacher, other people, teaching, events or happenings, even his own self and his past are all parts of the child's environment, affecting learning. They put limits on a child's growth as they come to his attention, subconsciously or consciously. Very beautiful resources are not environmental if they go unnoticed or unused. It is part of the responsibility of the teacher, as adult guide, to help a child see and make use of—or understand—himself and the environment. It is his responsibility, too, to extend the environment to include opportunities which stretch the needs, desires, and interests of children.

The environment is at its best when it stimulates curiosity, causing children to raise questions or express a desire to know or to do. With this lever, the good teacher can lead off into any realm. If he has anticipated the direction of the interest, he no doubt is prepared to introduce more elements into the environment, or to lead children to suggest where and how more information may be sought.

The environment should have its appeal to *all* children, not only the high academic achievers. Gardner Murphy comments on the role of the teacher in this regard:

> I mean that skills proliferate into the kind of regions suggested by skill in the violin, skill with the painter's brush, skill in embroidery, skill with rod and reel, skill in the management of men. These tasks do indeed

> require training, but far more they involve a perpetual stretching of the imagination to try to see a little way ahead at all times into newly emerging potentials in the mind of child and youth.[6]

The encounter with the visiting violinist, the visit to the chemistry laboratory in the high school, the daily "Good morning, Bill" of the school principal, the news-notes on the bulletin board—who knows which will reach the heart or mind of a child and cause him to focus his sights on goals which will in turn stimulate the most difficult kind of learning?

"I'm saving my money to be a doctor like Dr. McKeever," the 10-year-old newsboy from a disadvantaged home said. And the newsboy is now a practicing physician in the same town with the Dr. McKeever who always had time to talk with him when he brought the paper to the door.

"I'll never teach school," said 11-year-old Betty. "Teachers don't like what you do. They don't seem to like people."

"I will be a teacher," said 16-year-old Carol. "I want to show people how it ought to be done."

"Miss Smith, could I have a job like that some day?" Jimmy beamed at the picture of the scientist on the launching pad. "Yes," said Miss Smith, "but you'll have to start working toward it right now."

The leads toward careers come in unpredictable ways. The leads toward the next step in learning likewise often spring from unpredictable sources.

The classroom, then, must be appealing to the children who use it as a daytime home and a place of learning. What is suitable varies with the age level—and with the neighborhood from which the children come. For young children, it should be homelike and uninstitutionalized; orderly, but not so much so as to make children afraid to "use" it for their own purposes. Arrangements of play and work materials should be such that children can secure them, use them, and restore them with a minimum of difficulty.

As children grow older, the room can be more like a laboratory, since they come to regard it as a place to learn. Wherever the environment can be softened a little to make it more inviting to children, this should be done, but within the boundaries of good taste and regard for function; frilliness, frumpery, and interference with the nature of the work to be accomplished are to be avoided. Enlisting the children's cooperation in designing and redesigning the classroom from time to time gives them opportunity to learn much about art as related to function and beauty.

Displays should be entirely functional: timely and uncluttered; designed to stimulate, encourage, or teach children; and removed before the children are jaded by them. Here, too, children can do a great deal themselves, and most teachers have skill in enlisting the help of children, individually or in committees. Where a teacher cannot endure even the best efforts of children, it is well to reserve a space for the teacher where he can teach by an exhibit some elements of good arrangement.

To make certain that the display becomes a part of children's environment, it should be discussed either before or after it is put in place.

Most children find pleasure—and a source of learning—in having live plants and animals in the room, and it becomes more and more essential that the school help our urban children to broaden their understanding of nature.

Materials which contribute directly to academic learning have been discussed for decades. Most teachers are fully aware of the necessity for individualization of materials to suit the learning diversities of children, to give breadth to understanding, and to encourage the use of resources to enrich life. It seems necessary, however, to emphasize the need for the classroom to have materials and equipment to encourage children to engage in psychomotor activity: musical instruments, woodworking and sculptural materials, arts and crafts materials of various kinds, and metals and plastics in the upper grades. Not only are experiences with these materials a joy to boys and girls—and to some adults; they are a necessity to learners who are strongly "motoric." Dewey was on sound psychological ground when he indicated that *we learn by doing*. This phase of education, once strongly emphasized, has fallen away, and much material and equipment purchased in the thirties lies unused in the storehouses of school systems. It is once again recognized as valuable to have children combine the use of their imaginations and their muscles. Especially in urban areas, where children's lives are bounded by apartment walls and city streets, the school should function to meet the unmet needs of children; even in our very nearly antiseptic modern classrooms, children have a right to find the experiences they require to help them learn better.

Classroom schedules should be planned to recognize children's needs for quiet times for study, when only the essential noises are condoned. There should be times for activity, however, when hustle and bustle and noisiness are condoned—within the bounds of endurance and function. When children help plan both of these kinds of periods, they are better able to acquire good study habits, and good habits in engaging in more active work as well.

The learning environment must stretch out beyond the classroom to other parts of the school, especially to the library; to older and younger children; to other races and nationalities; to the community; to wherever horizons can be broadened and—to special resources such as consultants, museums and exhibits, dramatic and musical performances. Occasionally a special aspect of environment is triggered to a given child—one strong in science, music, art, or any other line of development. Whatever it takes to help a child realize his potentials, the good teacher will try to help him secure it—to make it an influence in his particular environment.

Footnotes

[1] Dewey, John. *The School and Society*. Chicago: University of Chicago Press, 1900. pp. 98-99.

[2] Bruner, Jerome S. *On Knowing: Essays for the Left Hand*. Cambridge, Mass.: Harvard University Press, 1962. p. 118. (See also *The Process of Education*, 1961, pp. 17-32.)

[3] *Ibid.*, pp. 120, 122.

[4] Gardner, John W. *Excellence: Can We Be Equal and Excellent Too?* New York: Harper Colophon Books, 1962. p. 81.

[5] *Ibid.*, pp. 131-32.

[6] Murphy, Gardner. *Freeing Intelligence Through Teaching*. New York: Harper and Bros., 1961. p. 49.

PART THREE. EVALUATING TEACHING

Chapter 10. PROCEDURES FOR EVALUATION

There are many ways of evaluating the quality of teaching, some good, some better. A widely used method is to look at the teacher to see how well he seems to be prepared, how he presents and follows up on the lesson or activity, how he controls the classroom situation, how well he manages himself, what materials he uses, what materials he makes available to children.

Another widely used method is to look at selected aspects of the results, such as children's achievement on tests, at the number of discipline cases the teacher reports to the principal, at the things parents say about him.

Another is to look at results as broadly as possible as they are expressed by children, keeping in mind basic goals of development which can be carried out in the school setting.

The authors of this bulletin think the latter method is the only one worth considering, because it gives as complete a picture as one can get; and it is most useful when carried out by the teacher for his own purposes. But in order to conduct his own study, the teacher must understand the premises upon which the American school is built and the processes believed to be most fruitful of learning.

The American school operates pretty consistently on the basis of having cultural items to transmit in the way of knowledge, values, and habits of action. These we have looked at.

Present-day understanding of human development places much stock in the ego-development of the child. This, too, we have looked at.

Feeling tone must be taken into account. This we have considered.

The environment must be developed to stimulate and lead children to learn what is desirable. We have looked at the teacher, the curriculum, and the classroom as parts of environment.

The processes used should stimulate the search for learning and should lead to added knowledge and greater independence. This we have considered.

Any evaluation of teaching must be done in relation to the product: what it does to and for the individual children who are taught. Provision of buildings, equipment, administration, materials, personnel, and services are useful only as they help children develop. The preparation of the teacher, his selection of materials, and everything he does to meet the demands of the teaching day are good or not good in terms of results in children. Success is to be measured, not by how many days are good, but by how many children are reached. The focus on children is not new to teachers. It is this focus that keeps them awake nights when Guilt creeps near.

Evaluation is an inevitable responsibility of the teacher. He is peculiarly able to detect evidences of growth and need in his daily contacts with children as he carries out his responsibilities for planning the learning experiences.

For this reason, the teacher needs to have something other than guess to help him look at the children he teaches, a process so complex that it can never be done with the acumen an accountant uses in tallying up the day's proceedings. In fact, the processes of evaluation related to counting—and there are many—have little relation to what and how much children learn.

There are aids to evaluation. There are the well-known tests which help the teacher estimate achievement and progress along certain lines. When the instruments are constructed to help teachers identify weaknesses so that they may diagnose the learning difficulties of children, they are helpful. Otherwise such instruments serve only a "counting" or bookkeeping function in relation to very small parts of the total school program.

Suggestions have been made by educators for viewing the child in relation to his growth in areas other than subject matter, in ways related to the self and self-realization. Among these are various child-study methods, sociometric devices, and tests of creativity. A method akin to the action research advocated by the Association for Supervision and Curriculum Development follows. Select a child from time to time for special study. Not interrupting your teaching, record at short intervals over a day or two this child's behavior toward others including the teacher and their behavior toward him; how he attacks or avoids his work; what things he seems to respond to with pleasure or interest or rejects noticeably; what you hear him say or not say; what you see him do or not do; what he does when happy, when discouraged; how he associates with children in work periods, in free periods, and on the playground. During this period of observation, try hard to withhold judgment or prescription, treating it almost wholly as a data-gathering time. Attempt to record your own reactions to the child: at what points you find him attractive, repelling, annoying; how you respond internally and actually to his behavior; if and how you are moved to help him; at what points you bring him actively into your own milieu, that is, how you relate yourself to him for social purposes; how you bring him into or shut him out of group activities.

This process of turning the searchlight upon a child and his relationships and upon yourself in relation to him brings out many points. It can be predicted that when this inspection-introspection is completed, the campaign for improvement which you meant to carry out is greatly reduced, for invariably, without your having planned it so, the child looks more appealing and the teacher-child interrelationships become improved. At the same time, the child's self-concept has escalated and his work habits have become more productive. Frequently, too, his relations with other children will have softened. And never again will he be just a "kid in my class"; instead, he will forever remain a noteworthy personality.

When you feel that you have this case well in hand, turn to another—a child with different characteristics. You will find yourself growing in ability to see, hear, respond to, and guide all types of children.

Chapter 11. SELF-EVALUATION OF TEACHING

The entire theory set forth in this bulletin is that the test of teaching lies in what children learn under the teacher's guidance: that is, from the environment, the relationships, and the planned and unplanned experiences he provides for them or stimulates them to secure for themselves. A part of the theory, too, is that no one is so able to know what children can learn and are learning as is the teacher. Yet so engrossed are most teachers in the guilt they feel about children who are not growing rapidly that they must be encouraged to look at the entire scope of their teaching and to give themselves credit where they deserve it, at the same time identifying points on which to concentrate effort toward improvement.

Some questions have been formulated to help teachers look at their teaching, but they are invited to abandon these and formulate their own. Using the guidelines they have thus made for themselves, teachers should be generous with themselves but should also seek a point or two to work on in the future. It might be fruitful—and more fun—to ask children to help in the selection of a point or two to work at.

1. What experiences do you provide which build in emotional resources? Have your children felt the "rhythm of space" that Gibran mentions, the beauty of nature which so enriched Eiseley's memory, the glow of achievement in a self-assigned task well-done? Are your children discovering that words can be beautiful and effectively arranged in poetry and poetic prose, that friendships are to be prized, that the value of productive relationships surmounts all other values?

2. Do you try to relate what is to be learned to the children's present store of in-school and out-of-school understandings to help them know what it is all about? What are they learning about the culture? About themselves as members of that culture? About making use of their own powers? What are they learning consciously? Subconsciously?

3. Do you provide experiences to challenge *every* learner? Do you know what interests appeal to each

boy and girl? Do the pupils have opportunity to voice their interests, to help select what the class will do, to follow some interests individually? Do they have a real part in planning what they shall pursue and how they shall pursue it?

4. Do you recognize the wide range of correctness in answers to questions? Do you encourage the original, the divergent—even when the viewpoint diverges from your own?

5. Do you encourage questions? Accept the unusual question as well as the expected? Help a child probe his own mind and knowledge? Help him stretch to try to reach something just beyond, but not too much beyond, his grasp?

6. Do your responses *to children* evoke productive responses *in children?* Is curiosity encouraged and interest cultivated? Do children project their own ideas, based on what they have reason to believe?

7. Do you encourage the recognition and formulation of problems to be solved in social living? In school learning? Do you invite children to help formulate the problem and decide how to attack it, what resources to use, how to divide the labor of study, and how to keep others informed?

8. Do you stand by to help when the task is too difficult for a child or group, ready to give the needed help, just enough to move them toward the use of resources and greater independence?

9. If a child has more than ordinary difficulty in learning, in dealing with his own problems, or in relating to others, do you seek the cause? Do you call on advice and help when it is needed to study the underlying causes and to help you do what you can to help the child?

10. Do you structure the environment, schedule, and processes enough to give needed security but without reducing the necessary freedom for each to work toward his own self-realization?

11. Do you relate individually to *every child* daily, as a person as well as in school tasks?

12. Are you consistent in expectations? (Read what children say about this.) Can children depend on you not to change your mind in important things at the same time you are flexible enough to adapt to changing circumstances? Do you help them understand *why* the inflexible conditions are established: for their safety,

perhaps, or because of convenience to other people, or for some other reason?

13. Do you hold the child to what he has shown he can do?

14. Do you observe what each child is doing to help himself learn the academic skills and the knowledge he will need to advance in school? Do you check the results frequently in order to ascertain his achievement and to help him reach the next step?

15. In assigning homework, do you respect the children's out-of-school time: the need to play, to rest and to enjoy and participate in family life? (Read what children and parents say about this. Do our modern children have enough time to and for themselves?)

16. Do you establish cooperative relationships with parents, so that the way is open to helping parents—and yourself—help children? (Read what parents say about this.)

17. Do you stretch your own professional growth by trying "hard things"—doing more individualized teaching, using a method you have not done much with, using some of the newer methods involving audiovisual aids? You might conduct a little action research with inquiry into exploration of ideas, being indirect in assignments, or finding homework assignments that broaden the child's horizons without being too punishing.

18. Do you use your smile? It means so much to your captive audience. (Read the children's comments, and read what they do not say as well as what they say.)

19. Finally, do you invite the help of your principal, of supervisors and consultants to help you at points of need? This is their strongest function in the school system. Make use of it. (Note what teachers say about this help.)

Chapter 12. IN CONCLUSION

The content of this bulletin puts stress on a balanced program for all children, a school program characterized by—

Acceptance and consideration of all pupils.

Opportunities and guidance which help one grow—

- In knowledge and understanding in the sciences, arts, and humanities, as well as about the self and others.
- In academic and social skills.
- In responsible independence and intellectual power
- In values to steer one's life by.

Special opportunities to overcome or compensate for shortcomings and to develop special talents.

Every aspect is important. Affection is as necessary to good growth as are air, food, and water, but the need to grow in competence holds no second place to these. The drive to meet situations, to cope, to grow bigger and better is strong and opens the way to learning in almost every area of life. The need to do is closely related, and many children—both the able and the slow—are so constituted that they learn much more readily when learning is accompanied by or derived from activity.

The need to have friends also is basic, and the roots of making and holding friends are laid down early by the family and the school; the need for values proclaims itself in the child's struggle to tell right from wrong as early as kindergarten.

Education must deal with the present but be focused on the future, making the child increasingly competent and understanding of the situation where he is but also leading to the next step, steadily raising the child's aspirations to meet his growing abilities. Because, in our country, the responsibility of the school and the family often overlap, cooperation with the family is necessary to bring about the best conditions for coordinated guidance. Each child is a unique and precious human being; both teacher and parents contribute to mutual understanding of this uniqueness; each contributes to his growth and well-being.

The good teacher will strive for guidelines to serve as touchstones for his teaching. Consideration by the teacher who reads this bulletin of the ideas set forth by philosophers, poets, essayists, and educators; of the findings of important research; of the reactions of children, fellow teachers, and parents; and of the synthesis arrived at by the authors as a result of their study and experience has probably caused him to reconsider his own beliefs about teaching—and about how he will proceed to make himself the teacher he wants to be. He will have begun his own structure of evaluative items and will choose a few to hold in his consciousness each day as he works with children. The pursuit of these goals, together with a joyous love of children, appreciation and understanding of their behavior and potentialities, and striving for skill to help them learn, may serve as a shield to ward off Guilt as he attempts to intrude upon sleep, haunting one with the misbehavior or slow learning of Alice, Peter, Clark, and Paul. This teacher will know that tomorrow will be better, for he will find the way to make it so.

He will lead his children to the *beauty* of the buttercups, music, and poetry; the *knowledge* of science and mathematics, of literature and history; the *friendships* of the classroom, school, and home; and greater *understanding of themselves*. Meanwhile he, too, will discover a greater self and will come continuously closer to the ideal he holds for himself as teacher.

Chapter 13. APPENDIX

A. DIRECTIONS CONCERNING INTERVIEW

The interviews should be conducted by supervisors who come together (probably sometime in late September or early October) and plan to carry out the study at approximately the same period of time and with some uniformity. We can use results from as many as five or six supervisory areas.

The interviews are to be held with primary (grades 1-3) and intermediate (grades 4-6) children and with teachers and parents (not necessarily of the selected children). The rationale and questions are attached.

Each supervisor should select a cross section of as many schools as she can afford time to include, not to exceed 10. The principal of the school should be invited to cooperate by selecting a cross section of 20 children in his school—10 primary and 10 intermediate grade, some doing well academically and some not. He should also select the parents and teachers.

Interviewers will record responses of children, with the exception of B-No. 7, and of parents. Teachers will write their own responses. Young children will need to be taken individually; older children, individually or in groups of two to four. Each of the older children will be asked to write a paragraph in response to question B-No. 7.

Parents should be interviewed privately to ensure candidness in their responses.

Selected teachers may be called together as a group from one school or from the several schools at a time convenient to them.

B. INTERVIEW GUIDE

Please record characteristics of the school population, stating the approximate proportion of children from (a) professional, (b) business, and (c) "working people" families. Code these a—b—c. Note any other factors you consider important.

What Is a Good Teacher?

I. *Children's View*—Record sex, age, and "social class" (a—b—c) of child.

Rationale to be explained to children

All teachers like to be good teachers and all children like to be good students. We are trying to find out what children like best about teachers so that we may help people who are in college learn how to be good teachers.

A. Kindergarten to grade 3. *Individually.*

1. Have you ever had a good teacher? Man—Woman?
2. What did you like about him (her)?
3. What do you think good teachers do?
4. Have you ever done anything *for a teacher* that made you very happy?
5. Has a teacher ever done anything *for you* that made you feel very happy?
6. What do you like best at school? Next best?

B. Grades 4-6. *Individually or in groups of two to four*

1. What do "good" teachers do that makes them "good"?
2. Have you ever had a teacher you thought was really "good"? Man—woman?
3. What was there about this teacher that makes you say he (she) was a good teacher?
4. What are some things you like best in teachers?
5. Recall something that happened at school that made you feel very happy.
6. Are there some things you would advise teachers *never* to do?
7. Write what you like best in a teacher.

II. *Teachers' view. In a group.* Interviewer will orient; teachers will then write.

Rationale: We are assisting the Department of Elementary-Kindergarten-Nursery Education of the National Education Association in an attempt to evaluate what makes good teaching. We are asking children, teachers, and a few parents to help in this study. We are not interested in evaluating you or your school, but only in your ideas and feelings. The study and report are to be completely anonymous. Do not sign your name.

We are going to ask you several questions and would like your most candid answers. After we have talked a little, you will be given an opportunity to write your replies —and to add anything you wish that you think would be helpful to other teachers. We hope you will be willing to do this.

1. Please state your sex. (M-F)
2. How long have you taught? What grades?
3. What characteristics and abilities do you consider most important in teachers

   In dealing with boys and girls?

In teaching subject matter?
In working with other teachers?
In working with parents?

4. What characteristics and abilities do you consider to be most important to be developed in children?
5. Describe an experience when you knew you were reaching a child—or a group—in the way you really wanted to: when you were having a "peak" experience in teaching.
6. What were the indications in the behaviors of children that made you realize you were really succeeding as you wanted to?
7. Since you have been teaching, what assistance has been of most use to you in helping you reach your own goals as a teacher?
8. What blocks stand in the way of your teaching?
9. What help—or services—do you think essential to enable teachers to teach well?
10. What are some bits of advice you would offer prospective or beginning teachers to help them succeed at teaching?
11. If you have taught more than 8 years, please answer this question: Have you noted any important changes in children during these years?
12. What important changes, if any, should be made in school procedures or teaching to help children deal more effectively with their current and future lives?

III. *Parents' View. Individually.* Interviewer will record.

Rationale: A professional organization is attempting a study of what makes good teaching. The results will be used in a publication of the teaching profession and may influence the preparation of teachers.

Names of persons or schools will not be reported in any way. We wish to have candid replies to certain questions. (Interviewer will record replies.)

1. What kind of teacher do you think is a good teacher for your child?
2. Has your child ever had what you consider to be a "good" teacher? Man—Woman?
3. What makes you say he (she) was a good teacher?
    How did he (she) help you?
    What other help do you wish your child had received?
    What other help do you wish you had received?

4. What do you think the school should do for your child?
5. For all children?
6. Are there some things you think a teacher should avoid in dealing with children?
7. With parents?